UNIVERSITY FOR DEVELOPMENT STUDIES

EFFECT OF SOCIO-ECONOMIC FACTORS ON ACADEMIC PERFORMANCE OF STUDENTS IN ISLAMIC SENIOR HIGH SCHOOL IN SAGNARIGU MUNICIPALITY.

FATIMA YAKUBU

2024

UNIVERSITY FOR DEVELOPMENT STUDIES

EFFECT OF SOCIO-ECONOMIC FACTORS ON ACADEMIC PERFORMANCE OF STUDENTS IN ISLAMIC SENIOR HIGH SCHOOL IN SAGNARIGU MUNICIPALITY.

BY

FATIMA YAKUBU
UDS/MGC 0021/22

THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL FOUNDATION STUDIES, FACULTY OF EDUCATION, UNIVERSITY FOR DEVELOPMENT STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF PHILOSOPHY DEGREE IN GUIDANCE AND COUNCELLING

AUGUST, 2024

DECLARATION

Candidate's Declaration

I here that, this thesis is the result of my own work original research and that no part of this has been presented for another degree in this university or elsewhere.

Candidate's Signature..... Date..29th October, 2024

Name..FATIMA YAKUBU.....

Supervisor's Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of the thesis laid down by the University for Development Studies.

Principal Supervisor's Signature..... Date..29/10/24

Name: Dr. JAMES MAHAMA K.

ABSTRACT

This study aimed to investigate the influence of socioeconomic factors on the academic performance of students at Tamale Islamic Science Senior High School. Grounded in a positivist philosophical paradigm, the research adopted a quantitative approach, utilizing structured questionnaires to collect data from a sample of 306 second-year students and 60 parents selected through convenience and purposive sampling methods, respectively. The study sought to answer key research questions related to the relationship between parental educational attainment, family income, parental occupation, family size, and access to educational resources and how these factors impact academic performance. A descriptive survey design was employed to analyze these relationships, with correlation and regression techniques used to test hypotheses and identify patterns. The findings revealed that parental education, income, occupation, family size, and access to educational resources significantly influenced student academic performance. Furthermore, the research highlighted that, student from poorer family backgrounds often faced challenges in meeting academic needs, underscoring the detrimental effect of low socioeconomic status on educational outcomes. In light of these findings, the study recommends that parents become more actively involved in their children's academic endeavors and that schools develop support mechanisms for students facing financial constraints. This research aligns with previous studies in the region, providing valuable insights that can be generalized to a broader population. The implications of these findings suggest a need for educational policy interventions aimed at mitigating the adverse effects of socioeconomic disadvantage on student achievement.

KEY WORDS

Socioeconomic Factors

Academic Performance

Parental Educational Attainment

Family Income

Parental Occupation

Family Size

Educational Resources

Educational Interventions

Student Achievement

Financial Constraints

Educational Policy

ACKNOWLEDGMENTS

Thanks to the Almighty Allah, the omnipotent, the merciful and the most gracious for giving me the health and strength to carry out this research to a successful end. I am highly indebted to Dr. James Mahama who played a key role in producing this research by spending valuable time reading, critiquing, directing, and providing guide throughout the stages of this thesis.

Similarly, I appreciate the cooperation of all the three hundred and sixty-six (366) respondents who participated in the study. This research would have been unfeasible without you. I am pleased with my research assistants Mr. Prosper Huunipuo for their assistance in collecting data for this research.

I also extend my heartfelt gratitude to Alhaj Abdul-Manan, the headmaster of Islamic Senior High School, for his unwavering support throughout the year I have known him. I am equally grateful to Mr. Wahab, the Assistant Headmaster in charge of academics, and to Madam Khadija for their invaluable assistance.

May Almighty bless the Dean, Lecturers, and supporting staff of the Department of Educational Foundation Studies University for Development Studies, for their hospitality, enormous support, and encouragement throughout my journey during the programme. Furthermore, my sincere gratitude goes to my lovely husband Alhaji Atchulo for financially sponsoring my studies.

DEDICATION

First and foremost, I dedicate this work to Almighty Allah, whose blessings and guidance have been my greatest source of strength. To my dear husband, Alhaji Abdulai Atchulo and Mr. Prosper Huunipuo for their unwavering support, love, and encouragement throughout this journey. I also extend my heartfelt gratitude to my family for their endless love and support.

Contents

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Across the world, education is acknowledged as a fundamental right and a crucial component of socioeconomic development (UNESCO, 2015). Academic performance is an indicator of educational success, shaped by various socioeconomic factors (Jackson, 2014). These factors have been the focus of in-depth study and are acknowledged as significant factors in academic performance for students worldwide as well as in specific geographic areas (Castillas, 2023). A number of global research studies have emphasized the important role that socioeconomic considerations play in determining academic success in a range of educational systems. Socioeconomic factors encompass the various social and economic conditions that impact individuals' access to opportunities, experiences, and overall well-being. These factors typically include elements such as family income, parental education levels, and occupation, all of which play a significant role in determining a student's access to resources and support systems that are critical for academic success (Organization for Economic Co-operation and Development [OECD], 2018).

In the field of education, socioeconomic factors are recognized as key determinants of students' learning environments and outcomes. Students from wealthier families often benefit from greater access to educational resources such as books, technology, private tutoring, and more conducive study environments (Acar, 2018). On the other hand, students from lower-income families may face challenges such as limited access to these resources, less parental involvement in their education due to work demands, and, in some cases, lower-quality schools. This disparity in access can lead to significant differences in academic performance between students from different socioeconomic backgrounds (Sirin et al., 2020).

The relevance of addressing these socioeconomic disparities is emphasized within the framework of the United Nations' Sustainable Development Goals (SDGs), particularly SDG 4, which aims to ensure inclusive and equitable quality education for all (United Nations, 2015). This goal seeks to address the barriers that socioeconomic factors create, ensuring that all students, regardless of their background, have access to the same quality of education and opportunities to succeed. According to UNESCO (2021), achieving educational equity is crucial for breaking the cycle of poverty and fostering sustainable development in all regions of the world. Academic performance, often measured through assessments such as grades, standardized test scores, and graduation rates, serves as a key indicator of educational achievement (Hanushek & Woessmann, 2020). It reflects not only a student's intellectual abilities but also the extent to which their environment supports their learning. High academic performance is critical not only for the personal growth of students but also for national development. Societies that foster high academic performance are better positioned to build a skilled workforce, promote innovation, and achieve economic growth (Schleicher, 2021). Therefore, addressing the influence of socioeconomic factors on academic performance is not only important for individual student success but also for the overall progress of societies. By understanding and mitigating the effects of socioeconomic disparities, education systems can better support the holistic development of students and contribute to more equitable and sustainable development outcomes (OECD, 2021).

The relationship between family socioeconomic status (SES) and children's academic achievement is a well-documented phenomenon in educational research. Despite ongoing debates about the best methods to measure SES, substantial evidence indicates that children from lower socioeconomic backgrounds generally achieve lower academic performance compared to their peers from higher SES backgrounds. For example, a study by Duncan and

Murnane (2014) provides compelling evidence that socioeconomic disadvantages significantly affect educational outcomes, highlighting that students from low SES families often face more barriers to academic success than those from more affluent backgrounds. Most research highlights a broad conclusion that low SES adversely impacts educational performance across various outcomes. However, an important aspect often explored is how different factors within specific SES bands can further influence academic results. For instance, the study by Sirin (2005) reveals that while low SES is linked to poorer academic achievement, there are variations within these SES groups that can affect educational outcomes differently. Further discussion among educational professionals frequently centers on the correlation between academic achievement and SES. Research shows that students from low SES backgrounds are more likely to encounter challenges that hinder their academic success. These challenges include limited access to educational resources, less parental support, and other environmental factors that contribute to lower academic performance (Hoffman & Lunt, 2020). Understanding these dynamics is crucial for developing effective educational strategies and interventions. By addressing the specific factors influencing academic outcomes within various SES bands, educators and policymakers can better support students and work towards reducing educational disparities (Jackson, 2014; Murnane & Geminian, 2014).

In Africa, educational disparities are deeply rooted in socioeconomic factors. Issues such as income inequality, poverty, and limited access to quality educational resources significantly impact students' academic performance and perpetuate a cycle of educational inequity (Suhartati, 2013). These differences contribute to the region's ongoing cycle of educational inequity. Students from underprivileged backgrounds frequently face significant obstacles. Lack of access to high-quality education typically causes academic problems, lower educational performance, and a higher probability of continuing to be caught in the poverty

cycle (Suhartati, 2013). These inequalities have far-reaching effects on not only people but even whole communities. A study conducted by Adeyemo, 2018 on socioeconomic status and academic achievement of secondary school Students in Nigeria found out that socioeconomic disparities create considerable barriers for students from underprivileged backgrounds, often leading to lower academic achievement and a higher likelihood of remaining in poverty. The lack of access to quality education exacerbates these challenges, resulting in widespread and persistent educational inequities that affect not only individuals but also entire communities. The study underscores the critical need for targeted interventions to address these disparities and improve educational outcomes across the region (Adeyemo, 2018). Similarly, a study conducted in Malaysia by Amin and Jaafar (2019) on the correlation between family income, parental education, and the academic achievement of students in schools. The study found that students perform better academically when they come from homes with higher incomes more educated parents.

In Ghana, the impact of socioeconomic factors on academic performance is a critical issue that reflects broader global trends. Biographies of prominent figures like Kwame Nkrumah, Mark Cuban, and John Kuffour, Jery John Rowling reveal that their parents faced significant financial, economic, and educational hardships (Giang & Nisen, 2012). These challenging circumstances, including low income and limited education, fueled their determination to succeed, including in their educational pursuits. Their experiences demonstrate how adverse socioeconomic conditions can drive individuals to excel, believing that education is a pathway to a better life (Giang & Nisen, 2012). Conversely, students from affluent backgrounds generally have higher educational aspirations, perform better academically, and are more likely to pursue higher education compared to their less privileged peers (Castillas, 2023). The home environment plays a crucial role in academic achievement,

encompassing factors such as the availability of reading materials, parental attitudes toward education, and the level of family stability. While socioeconomic status does affect educational outcomes, the way parents engage with and support their children's education can be a more significant determinant of academic success than parental occupation, income, or education levels White (as cited in Suhartati, 2013).

Families with elevated socioeconomic status tend to be more successful in preparing their young children for school, as they typically possess a variety of resources that foster and bolster the development of young children (Castillas, 2023). High socioeconomic level families can provide excellent childcare, educational tools, and a variety of books to facilitate diverse learning experiences for their young children at home (Castillas, 2023). Furthermore, they have convenient access to information regarding their children's social, emotional, and cognitive development, as well as their overall well-being (Suhartati, 2013). Moreover, families with elevated socioeconomic status often actively seek knowledge to enhance their ability to prepare their young children for school (Jackson 2014). The socioeconomic circumstances of students will have a big impact on how they adapt and how well they do in school. Currently, individuals from highly disadvantaged backgrounds hold positions of authority in society. Their socioeconomic background will play a significant role in how successfully youngsters adapt to learning and succeed. Their economic hardship can serve as a crucial motivator, compelling them to exert extra effort and wholeheartedly engage in their education. This belief stems from the conviction that education will unlock the door to a prosperous future (Jackson 2014).

Research indicates that students' educational outcomes are significantly influenced by their socioeconomic backgrounds. For instance, socioeconomic disparities in Ghana contribute to substantial differences in academic performance, where students from higher-income families often outperform their peers from lower-income backgrounds. A study by Ampadu

2017, on Parental Education and Academic Achievement of Senior High School Students in the greater Accra Region. The study found that there a positive correlation between the educational level of parents and the academic performance of their children. Specifically, students whose parents had higher levels of education tended to achieve better academic results compared to those whose parents had lower educational attainment. The study highlights the critical role of parental education in shaping students' academic outcomes, suggesting that parents' educational backgrounds significantly influence their children's academic success in Ghanaian schools. Similarly, Osei & Gyimah, (2018) conducted a study on the impact of socioeconomic factors on academic performance of students in the Western Region of Ghana. The study found that socioeconomic factors such as family income, parental education, and parental occupation significantly influence students' academic performance. It was observed that students from higher socioeconomic backgrounds had better access to educational resources and support, leading to improved academic achievements. The study also highlighted that student from lower-income families faced challenges such as inadequate study materials and a lack of academic support, which negatively affected their performance.

Moreover, Asare & Yeboah, (2019) conducted a study on Socioeconomic Status and Its Effect on Basic School Students' Academic Achievement in the Central Region of Ghana. The research revealed a strong correlation between socioeconomic status and academic performance. Students from families with higher socioeconomic status tended to achieve higher academic results due to better access to educational resources, private tutoring, and a supportive learning environment. Conversely, students from lower socioeconomic backgrounds struggled with limited resources and support, which adversely impacted their academic performance. The study emphasized the importance of addressing these disparities to improve educational outcomes for students in the Central Region. Also, Nyarko, Abekah,

& Asare, E. (2019) studied on the Socioeconomic Status and Academic Achievement from Selected Senior High Schools in Ghana. The study revealed that family wealth is a significant predictor of academic success. Students from affluent backgrounds had distinct advantages, including access to better educational resources, extracurricular opportunities, and a supportive learning environment, which contributed to higher academic performance. The research highlighted that the disparity in family wealth creates unequal educational opportunities, with students from wealthier families generally outperforming their peers from less affluent backgrounds. The study emphasizes the critical role of socioeconomic factors in shaping students' academic outcomes and the need for policies to address these disparities.

In the Tamale Islamic Senior High School, a personal observation as a teacher and a counsellor indicates that socioeconomic factors are prevalent which profoundly impact students' academic performance in school. Many families are faced with issues such as parental divorce or single parenthood contribute to financial instability, which limits parent's ability to provide adequate educational resources. Single parents often face significant challenges in balancing work and parenting responsibilities, leaving little time or resources for supporting their children's academic needs (Adams & Blair, 2019). Additionally, large family sizes mean that financial and educational resources must be distributed among more children, reducing the amount of attention and support students receives. Low-income levels and the scarcity of well-paid jobs exacerbate these problems, as families struggle to afford necessary educational materials and extracurricular opportunities. These factors collectively hinder students' ability to excel academically, as they are deprived of the essential resources and motivation needed to succeed (Adams & Blair, 2019). Furthermore, the high illiteracy rates among parents also play a critical role in shaping students' academic experiences. Parents with limited educational backgrounds often lack the skills to provide effective academic support or guidance. This

situation is compounded by low income levels and a lack of well-paying jobs, which prevent families from investing in quality educational resources and creating a conducive learning environment (Adams & Blair, 2019). As a result, students from these backgrounds frequently face significant barriers in their academic success, including inadequate access to learning materials and insufficient motivation to excel. The interplay of these socioeconomic challenges creates a cycle of educational disadvantage, where students struggle to perform well academically due to the lack of support and resources provided by their families (Adams & Blair, 2019). From the above, it is evident that the quality of parents and home background of a student significantly influences the satisfaction of a child's functional survival and academic needs. Poor parental care, marked by significant social and economic deprivation, often results in poor academic performance (Jackson, 2014). Additionally, children experiencing parental and material deprivation due to divorce, death, or the absence of one parent may find their schooling impacted, as a single mother may struggle financially to cover school fees, purchase books, and uniforms. Consequently, such children may play truant, leading to adverse academic performance Shittu (Jackson, 2014). Similarly, good parenting supported by strong economic home background could enhance strong academic performance of students. This further predicts academic performance where the child is properly counselled in the choice of his/her courses and vocation that matches his mental ability, interest and capability whereas the children to the care of the illiterate parents will find themselves roaming about the street laboring to make ends meet (Jackson, 2014). Based on various factors that may influence academic performance and the varied background of students who take examinations in any given year, predictions of the quality of education and/or academic performance.

It is against this backdrop that investigating these socioeconomic determinants, the study seeks to enhance current understanding and inform educational programs and policies

tailored to the Northern Region. The objective is to contribute to efforts aimed at reducing educational disparities and improving student performance by addressing the unique socioeconomic conditions prevalent in the area.

1.2 Statement of the Problem

The level of students' academic performance is often showcased through grades they achieve over some time. High grades are typically seen as indicators of good academic performance, while low grades suggest lower academic performance. However, grades are affected by numerous factors beyond just academic effort and ability (Hanushek, 2010; Simmons & Alexander, 2020). According to Rich (2020), no single factor can accurately predict grades because of the complex interaction of various influences, such as gender, intelligence, study habits, age, and year level. A significant influence is a family's socioeconomic status (SES), which includes family income, parental educational level, and parental occupation, social status in the community, community connections, group associations, and the community's perception of the family.

The main problem at Islamic Senior High School in Sagnarigu Municipality is the recent decline in academic performance. Specifically, the academic performance of students during the 2022 and 2023 academic years has shown a decline compared to previous years. This decline mirrors trends observed at other educational institutions where socioeconomic factors significantly impact academic outcomes (School Annual Report, 2023). Scholars have long noted that factors such as parental education level, family income, and social status play crucial roles in shaping students' academic achievements (Hanushek, 2010).

The headmaster of Islamic Senior High School reported that the average pass rate had fallen from 60% before 2022 to 40% in the most recent years. This significant decline necessitates an investigation into the role of socioeconomic factors in influencing academic

performance at the school (School Annual Report, 2023). Understanding these influences is critical for developing effective strategies to address the challenges faced by students from varying socioeconomic backgrounds and to improve overall academic performance.

A study by Hanushek (2010) on the impact of socioeconomic status on educational outcomes. The study found that socioeconomic status significantly impacts educational outcomes. Higher family income and parental education levels are positively correlated with better student performance. The study used a quantitative approach, analyzing large-scale educational datasets to establish correlations between SES variables and student performance. Similarly, Simmons & Alexander (2020) studied on determinants of school achievement. The study identified multiple factors affecting academic achievement, including gender, intelligence, study habits, and year level. They noted that socioeconomic status played a substantial role but highlighted the multifactorial nature of academic success. A mixed-methods approach, was employed combining quantitative data analysis with qualitative interviews to gain a comprehensive understanding of the factors influencing academic performance. Also, Rich (2020) studied on factors affecting academic performance. The study concluded that no single factor could definitively predict grades due to the complex interplay of influences like SES, gender, and study habits. The study emphasized the holistic nature of academic performance determinants. The used a qualitative approach, conducting in-depth case studies and interviews to explore the multifaceted nature of academic performance influences.

More specifically the research problem, however is, despite vast literature of the effect of socio-economic factors on academic performance of students in Ghana, many of the studies perused did not explore the underlying mechanisms or causal pathways through which SES affects academic performance, there is also lack of in-depth analysis of how specific SES components, such as parental occupation and community perception, moreover, specific

factors within SES that most strongly influence academic performance were not explore and how these factors might be addressed through educational policy or practice, and the studies did not also address potential interventions or strategies that could mitigate the effects of socioeconomic disparities on academic performance. For instance, a descriptive study sighted in Johnson and Smith (2018) observed that students from lower socioeconomic backgrounds tend to demonstrate lower academic performance compared to their counterparts with higher socioeconomic statuses. Similarly, Suleman et al. (2012) found that students from more privileged socioeconomic backgrounds generally outperform those from less privileged backgrounds. Also, most of the studies sighted were conducted outside of the Northern Region and specifically Tamale Islamic Science Senior High School in the Sagnarigu Municipality.

These notwithstanding, the problems on effect of socio-economic factors on academic performance of students still exit among students in the Tamale Islamic Science Senior School in the Sagnarigu Municipal in the Northern Region of Ghana and since we need to invest in our youth and their future, developing and implementing effective interventions among high school students would be a timely and necessary response. Understanding these influences would be critical for developing effective strategies to address the challenges faced by students from varying socioeconomic backgrounds and to improve overall academic performance. If successful, these interventions can be replicated to mitigate individual and societal problems attributed to educational disparities. This is the gap in the literature that this current study sought to fill. The study was based on the following assumptions:

1. The study aims to develop and implement interventions to mitigate the impact of socioeconomic disparities on academic performance. Addressing the factors associated with lower SES, the study seeks to level the playing field and improve academic outcomes for all students, regardless of their socioeconomic background.

2. The study seeks to advocate for and implement changes that enhance the quality of the school environment and access to resources for schools serving lower SES students. Improving facilities, educational materials, and support services, the study aims to create a more conducive learning environment that supports academic success across different socioeconomic groups.
3. The study aims to identify and promote strategies that improve study habits and motivation among students from lower SES backgrounds. Fostering better study practices and increasing parental involvement, the study seeks to enhance students' attitudes towards education and overall academic performance.
4. The study seeks to develop and evaluate interventions designed to reduce the negative impact of socioeconomic disparities on academic performance. This includes proposing and testing strategies that can be implemented in educational settings to support students from lower SES backgrounds, such as targeted academic support programs, enhanced parental engagement initiatives, and resource allocation improvements.
5. The study aims to demonstrate how counselling can facilitate behavior change by providing targeted support to students, helping them develop better study habits, improve motivation, and manage academic-related stress. Integrating counselling interventions into educational practices, the study seeks to enhance academic performance and mitigate the adverse effects of socioeconomic disparities on students' educational outcomes.

1.3 Purpose of the study

The study aimed to explore the influence of socioeconomic factors on the academic performance of students at Islamic Senior High School in the Sagnarigu Municipality.

1.4 Research Objectives

1. To examine the correlation between parental educational attainment and student academic performance at Islamic Senior High School.
2. To assess the effect of a family income on academic performance among students of Islamic Senior High School in the Sagnarigu Municipality.
3. To analyze the relationship between parents' occupational status and the academic achievements of students at Islamic Senior High School in the Sagnarigu Municipality.
4. To examine the impact of family size on the academic performance of students at Islamic Senior High School in the Sagnarigu Municipality.
5. To assess how access to educational resources affects the academic performance of students at Islamic Senior High School in the Sagnarigu Municipality.

1.5 Research Questions

1. What is the relationship between parental educational attainment and student academic performance at Islamic Senior High School?
2. How does family income influence academic performance among students at Islamic Senior High School in the Sagnarigu Municipality?
3. What is the effect of parents' occupational status on the academic achievements of students at Islamic Senior High School in the Sagnarigu Municipality?
4. How does family size impact the academic performance of students at Islamic Senior High School in the Sagnarigu Municipality?
5. In what ways does access to educational resources affect the academic performance of students at Islamic Senior High School in the Sagnarigu Municipality?

1.6 Significance of the Study

The importance of the study lies in its capacity to investigate the impact of socioeconomic factors on the academic success of students. This research endeavor will contribute to the current knowledge base by providing tailored insights into the connection between socioeconomic factors and academic achievements within a specific context

First and foremost, the research investigates the impact of socioeconomic factors on students' academic success, providing valuable insights into how these factors influence educational outcomes. This study would bridge the existing knowledge gap by offering a comprehensive understanding of how socioeconomic factors impact students' academic performance, considering the specific socioeconomic challenges encountered in the Northern Region.

Secondly, the findings would offer educational administrators and policymakers such as the ministry of education to have a deeper understanding of how specific socioeconomic factors affect academic performance. This knowledge will be instrumental in developing targeted, research-based policies and initiatives aimed at reducing educational inequality. The study will contribute to more effective resource allocation, program implementation, and policy creation that promotes equity and enhances student achievement.

Thirdly, the outcomes of the research would have practical implications for the implementation in Tamale Islamic Science Senior High school and other educational institutions with a similar profile in the Sagnarigu Municipality. School administrators and teachers can benefit from gaining a more profound insight into the requirements of their students by recognizing the particular socioeconomic challenges that impact academic advancement.

Fourthly, the study will help schools in the Northern Regional Education office, parents and comparable settings develop targeted support and intervention programs. By pinpointing the precise socioeconomic factors influencing academic achievement, the research enables schools to create effective strategies to support students facing socioeconomic difficulties, ultimately aiming to boost their academic success.

Lastly, the research would benefit school counsellors, demonstrate how counselling can effectively facilitate behavior change among students. Counsellors will provide targeted support to help students develop improved study habits, enhance their motivation, and manage academic-related stress.

1.7 Delimitations of the Study

The study is designed with specific delimitations to maintain a focused and manageable scope. These delimitations include:

The research will be delimited to the Northern Region of Ghana, specifically targeting Islamic Senior High School in the Sagnarigu Municipality. This focus allows for an in-depth examination of the impact of socioeconomic factors on academic achievement within this particular school setting. By concentrating on students from this specific institution, the study aims to gain detailed insights relevant to this context.

The findings will be specific to Islamic Senior High School in the Sagnarigu Municipality, and may not be generalizable to other schools or regions within Ghana or globally. The results are tailored to the particular socioeconomic and educational context of this institution, limiting their applicability to different settings.

The study will concentrate on selected socioeconomic factors such as parental occupation, family income, and parental education level, examining their relationships with

academic success. It will not address other potentially influential socioeconomic factors, such as family structure or parental involvement, to maintain a clear focus on the chosen variables.

The research will rely on quantitative data that is already available, including test scores and grade point averages, to assess academic performance. Consequently, the study may not account for qualitative factors such as student attitudes or motivation, which could also impact academic outcomes.

The study will be delimited to first and second-year students at Islamic Senior High School, as they are available on campus during the research period. This delimitation helps to ensure that the sample is accessible and manageable for the study.

1.8 Limitations of the study

This study, which uses a descriptive design, has several limitations that should be considered:

Sample Size and Generalizability: The study's sample is limited to second-year students from a single school in the Sagnarigu Municipality. This narrow sample may not be representative of the broader student population or other educational contexts. Consequently, the findings might not be generalizable to students from different geographic areas or educational levels. Future research with a larger and more diverse sample could offer more broadly applicable insights.

Descriptive Design Constraints: The descriptive design provides a snapshot of academic performance and socioeconomic factors without establishing causal relationships. This design limits the ability to infer causality or understand the dynamics of how socioeconomic factors influence academic outcomes over time. Longitudinal or experimental designs in future studies could offer a more detailed understanding of these relationships.

Self-Reported Data: Data were collected through self-reported questionnaires, which may introduce biases such as social desirability or inaccuracies in responses. The perceptions of

parents and students regarding socioeconomic factors might not always align with objective measures. Future studies could benefit from using additional data sources or more objective indicators to enhance the reliability of the findings.

Measurement of Socioeconomic Factors: The study examines specific socioeconomic variables, including parental education levels, parental income, parental occupation, family size, and access to educational resources. While these indicators are relevant, they may not capture the full complexity of socioeconomic conditions. Factors such as household stability, the quality of the learning environment at home, and community support could also significantly influence academic performance. A more comprehensive measurement approach could provide deeper insights into how various aspects of socioeconomic status impact academic outcomes.

Contextual Factors: The study is conducted within a specific geographic and cultural context, which may limit the applicability of the findings to other regions or educational settings. Variations in educational systems, cultural practices, and economic conditions may affect the relevance of these results. Research conducted in diverse contexts could help determine the broader applicability of the findings.

Potential Confounding Variables: Although the study controls for several variables, there may be other confounding factors affecting academic performance, such as individual student characteristics, teacher quality, and the overall school environment. Future research should consider these additional factors to provide a more comprehensive understanding of their impact on academic outcomes.

1.9 Operational Definition of Terms

Socio-economic factors: This includes a range of elements that influence academic success, including parental work, income at home, their educational level, and access to learning materials.

Academic performance: Referring to a student's academic performance as evidenced by tangible outcomes. In this study, assessment will be conducted through the examination of students' grades, test outcomes, and overall school performance.

Educational attainment of parents: indicates the highest level of education achieved by the guardians or parents of the students.

Household income: shows the total earnings of the student's household as a whole for a specific time period, typically a year. It consists of a variety of incomes, such as salaries, wages, and other forms of reward**.**

Parental occupation: It refers to the profession or field of work that the students' parents or guardians are employed in. It will be organized into a variety of employment groupings, including professionals and independent contractors.

Access to Educational Resources: As we discuss having access to educational resources, we refer to having and utilizing the equipment and learning aids that support children's academic success. It addresses having access to things like extracurricular activities, books, libraries, and technology (like computing and internet access).

1.10 Organization of the study

This research is organized into five chapters. The first chapter includes the introduction, background to the study, statement of the problem, purpose of the study, significance of the problem, research objectives, research questions or hypotheses, delimitation, and organization of the study. In the second chapter, there is an exploration of relevant literature, the theoretical

framework, conceptual framework, and empirical review. Moving on to the third chapter, it encompasses the methodology, which covers the introduction, research design, philosophical paradigm, research approach, population study settings, inclusion and exclusion criteria, sample and sampling technique, research instrument, validity and reliability of instruments, pilot testing, data collection procedure, data analysis, and ethical considerations. Chapter four involves the presentation and discussion of the research results. Finally, the fifth chapter summarizes the findings, presents conclusions, and provides recommendations based on the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is composed of the theoretical review conceptual framework and reviews some of the works of different authors. In conducting this review, the following study variables were of utmost important; parents' education, income, occupation and family size. The literature review is organized under various subheadings, including social and cultural factors influencing performance, the effect of school type, parental education level, parental income, employment status, family size, and accessibility to resources on students' performance.

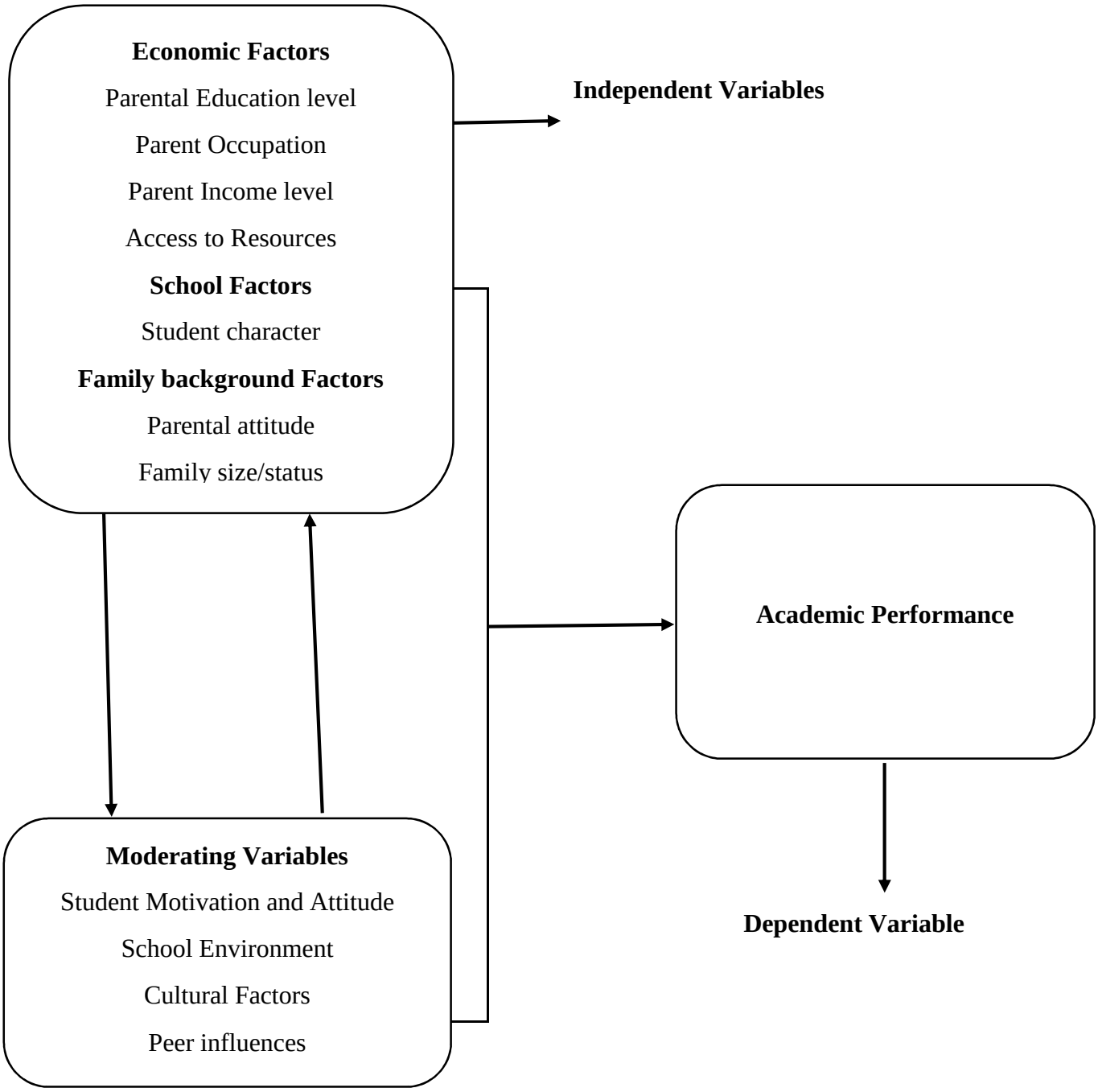
2.2 Conceptual Review

A conceptual framework is a visual or narrative representation that clarifies the main elements under study, including key factors, concepts, or variables, and depicts the assumed relationships between them (Munir et al., 2023). This section review and provides a detailed analysis of the key concepts and ideas that underpin the study. It serves to clarify the definitions, frameworks, and theories relevant to the research topic, thereby offering a foundation for understanding the study's objectives and methodologies.

Socio-economic factors, educational factors and personal factors of students can affect the academic performance of higher secondary school students during the academic year. These variables positively or negatively affect students' academic performance by increasing or decreasing students' grade levels. This conceptual framework shows the complexity of the factors that affect students' academic performance in higher secondary level board examination results.

2.3 Conceptual Framework

figure 1: Conceptual Framework



Source: Author, 2023

2.4 Theoretical Review

This section discussed the theories that underpin the study. According to Jackson, (2014), a theoretical framework is "a structure that directs a researcher by utilizing a formal theory created through an established and coherent explanation of certain phenomena and relationships." Theoretical frameworks encompass a set of values and beliefs shared among researchers within a common paradigm.

2.5 Theoretical framework of the Study

This research was grounded in Walberg's (1998) Theory of Educational Productivity, which posits that educational institutions play a crucial role in shaping a student's performance within the classroom. Success is not solely determined by the curriculum, instructional methods, and practices but is also impacted by various factors beyond the educational scope, including family involvement, community support, and psychological characteristics. Walberg's theory identifies these diverse factors influencing student performance. The theory remains relevant, especially in analyzing socio-economic factors affecting academic performance in diverse settings, including the Islamic Senior High School in the Sagnarigu Municipality.

Brief history

Herbert J. Walberg, born on July 26, 1937, in Chicago, Illinois, is a renowned educational psychologist known for his Theory of Educational Productivity. He earned his bachelor's, master's, and Ph.D. from the University of Chicago, where he developed a keen interest in empirical research on education. Walberg's academic career included professorships at Harvard University and the University of Illinois at Chicago, where he focused on educational psychology and quantitative analysis. His influential theory posits that academic performance is shaped by student aptitude, instructional quality, and the home environment.

Walberg's extensive research and numerous publications have significantly impacted educational policy and practice (Walberg, 1998).

According to Walberg (1998), a student's engagement in their educational journey is significantly influenced by their family's socioeconomic status. Research indicates that families with higher socioeconomic status tend to be more actively engaged in their children's education compared to those with lower socioeconomic status. The Theory of Educational Productivity underscores the critical role of parental engagement in a student's academic outcome, particularly for those from lower socioeconomic backgrounds. The author emphasizes that, historically, students from economically disadvantaged backgrounds often lack essential support from their families, leading to lower academic performance. Walberg asserts that sustained parental involvement contributes to enhanced academic performance, Favorable perspectives and behaviors, Programs that have achieved greater success, and increased efficiency in schools over the long term (Jackson, 2014).

Walberg (1998) observed that lower levels of parental involvement are prevalent in disadvantaged communities when compared to more affluent ones. Families in underprivileged areas often prioritize basic survival concerns such as financial stability and safety over their children's education. Due to perceived lack of acknowledgment, Parents in economically disadvantaged communities often experience strained connections with their children's schools. Researcher stresses the importance of collaborative efforts by school districts to engage parents and foster an environment of open communication between them and the faculty. Walberg's research indicates that major determinants influencing academic achievement encompass students' family backgrounds, institutional qualities, students themselves, and external influences. According to Walberg (1998), there exists a substantial correlation between students' academic performance and their sociocultural background. This

theory is relevant to the current study as it aids the researcher in comprehending how parents' financial status, educational level, and occupation may impact their child's academic success. Additionally, similar to these factors, the type of school is another element influencing student performance.

Basic Assumptions

Walberg's Theory of Educational Productivity posits that academic performance results from the interaction between student characteristics, instructional quality, and environmental factors (Walberg, 1998). In alignment with this theory, the current study explores how socio-economic factors such as parental educational attainment, family income, parental occupation, family size, and access to educational resources impact the academic performance of students at Islamic Senior High School. Understanding this alignment is crucial for providing a comprehensive perspective on how various factors shape students' educational outcomes.

The first assumption of Walberg's theory emphasizes the role of student characteristics, such as ability, motivation, and age, in influencing academic performance. In the context of this study, these characteristics are reflected in the students' backgrounds, particularly through the educational attainment of their parents and family size. Parental education often affects the value placed on learning and the level of support students receive at home. Similarly, family size can impact the resources available to individual students, including attention and guidance. These factors shape students' ability to perform academically by influencing their motivation, engagement, and readiness to learn.

The second assumption focuses on instructional quality, which includes effective teaching methods and sufficient instructional time. While the study does not directly examine the quality of instruction, it does investigate access to educational resources, which is closely tied to the quality of education that students receive. Resources such as textbooks, learning

materials, and access to experienced teachers significantly influence the quality of instruction and, consequently, student achievement. Students with better access to these resources are likely to benefit from a higher quality of education, aligning with Walberg's emphasis on the importance of instructional quality in educational productivity.

The third assumption highlights the impact of environmental factors on academic outcomes. Walberg identifies elements such as the home environment, peer group, and media exposure as crucial determinants of student performance. This study delves deeply into these environmental factors, particularly through the examination of family income, parental occupation, and the availability of educational resources. These factors significantly shape the home environment and the support systems available to students. For instance, families with higher income levels and more stable occupations are often able to provide better academic support, creating an environment conducive to learning. Conversely, students from low-income families may face challenges that hinder their academic success, such as limited access to resources and less involvement from parents who may be preoccupied with meeting basic needs.

Key Concepts

This study explores the influence of socio-economic factors on the academic performance of second-year students at Islamic Senior High School in Sagnarigu Municipality. The research seeks to identify and assess how variables such as parental education, family income, parental occupation, family size, and access to educational resources affect students' academic outcomes. To ground the study, Walberg's Theory of Educational Productivity provides a theoretical framework, offering insights into how various factors ranging from student characteristics to environmental and instructional conditions interact to shape educational outcomes. By applying this theory, the study examines the relationship between

socio-economic inputs and the academic achievement of students, providing a comprehensive understanding of the elements that contribute to or hinder educational productivity.

In this context, three key concepts: educational productivity, academic achievement, and environmental and instructional factors are central to the study. These concepts align with the research objectives and help explain the complex dynamics between socio-economic influences and student performance. Educational productivity refers to the efficient conversion of educational inputs, such as teaching quality, parental support, and access to resources, into outputs, measured by student achievement. In the context of this study, educational productivity is examined by assessing how socio-economic factors such as parental income, educational background, family size, and access to educational resources affect students' academic outcomes. The study investigates which inputs such as financial resources and parental involvement most effectively contribute to academic success, addressing the broader question of how these inputs can be optimized to improve educational productivity at Islamic Senior High School. Academic achievement represents the measurable outcomes of students' learning, such as grades and test scores. In Walberg's framework, academic achievement is shaped by interactions between student characteristics, instructional quality, and environmental factors. This study centers on academic performance as the dependent variable, focusing on how socio-economic factors like family income and parental education—affect student achievement. For instance, students from higher-income families may benefit from better learning environments and resources, leading to improved academic performance. Conversely, students from low-income backgrounds may face challenges that negatively impact their academic achievement. By measuring these dynamics, the study seeks to understand the factors that drive or hinder academic success.

Environmental and instructional factors, such as the home environment, family socio-economic status, and access to educational resources, significantly influence student learning. According to Walberg, modifying these factors can improve educational outcomes. In this study, environmental factors like family income, parental occupation, and family size are investigated to understand their effects on student performance. Additionally, the study examines the role of educational resources such as textbooks, learning materials, and school facilities in enhancing or limiting student achievement. The findings aim to show how improving these environmental and instructional factors could lead to better academic outcomes for students at Islamic Senior High School.

Relevance of Walberg's Theory to the Study

Walberg's Theory of Educational Productivity is highly relevant to the current study as it provides a comprehensive framework for understanding the various factors that influence academic performance. Below is a detailed explanation of how the theory aligns with and enhances the study of socio-economic factors affecting students' academic outcomes at Islamic Senior High School in Sagnarigu Municipality.

1. Systematic Analysis of Factors Affecting Academic Performance: Walberg's theory offers a structured approach to analyzing the multiple variables that influence academic outcomes. The theory allows researchers to systematically examine how different socio-economic elements such as family income, parental education level, and family size affect student performance. In the context of Islamic Senior High School, the theory enables the study to dissect the complex interaction between these socio-economic factors and academic achievement, identifying specific inputs that may either support or hinder student success. This systematic analysis helps to create a clear understanding of how particular socio-economic characteristics impact student

performance, aiding in the formulation of targeted recommendations for educational improvement.

2. Emphasis on Measurable Educational Inputs and Outputs a core tenet of Walberg's theory is the quantification of educational inputs and outputs. This focus on measurable outcomes aligns directly with the study's quantitative approach, where data on socio-economic factors such as parental income, educational attainment, and access to educational resources are collected and analyzed. The theory supports the study's use of statistical methods, such as correlation and regression analysis, to determine the strength and nature of the relationships between these factors and students' academic achievements. For instance, by quantifying how variations in family income or parental education levels correlate with differences in student performance, the study can make evidence-based conclusions about which socio-economic factors most strongly influence educational outcomes at the school.
3. Role of the Immediate Environment in Educational Productivity: Walberg's theory highlights the importance of the learning environment in shaping educational productivity, which is particularly relevant to this study. In the Sagnarigu Municipality, socio-economic conditions such as poverty, parental occupation, and family size create distinct learning environments that affect students' academic performance. For example, students from low-income households may face challenges like limited access to learning materials, poor nutrition, or lack of a conducive study environment, all of which are critical elements in Walberg's framework. The study's focus on understanding how these environmental factors influence academic outcomes directly applies Walberg's model to assess the specific socio-economic conditions impacting students at Islamic Senior High School.
4. Guidance for Policy and Interventions: Walberg's theory also acknowledges broader systemic issues, such as educational policy and socio-economic inequalities, which can shape

educational productivity. This aspect of the theory is crucial for guiding the study's recommendations. In Islamic Senior High School, understanding the systemic influences, such as inadequate funding for education or socio-economic disparities in the region, can help in designing interventions aimed at reducing the negative impacts of these factors on student performance. For instance, the theory could support the development of policies that provide additional resources or support services to students from lower socio-economic backgrounds, thereby enhancing their educational productivity and overall academic performance. Berliner (2010) reinforces this point by arguing that addressing systemic inequalities is essential for improving educational outcomes, especially in underprivileged areas.

5. Adaptation to the Socio-Cultural Context: While Walberg's theory was initially developed in Western settings, its principles can be adapted to fit the unique socio-cultural dynamics of educational institutions in Ghana, including Islamic Senior High Schools. In these settings, factors such as religious beliefs, community values, and cultural practices significantly influence students' educational experiences. For example, the communal emphasis on religious education may shape how students and families prioritize academic learning alongside spiritual development. Nishimura (2019) suggests that adapting Western educational theories to local contexts requires consideration of these socio-cultural dynamics. In this study, Walberg's theory can be extended to incorporate the unique religious and community values prevalent at Islamic Senior High School, providing a more holistic understanding of how these elements interact with socio-economic factors to influence academic achievement.

Critiques

1. Walberg's theory primarily focuses on measurable educational inputs and outputs. Although this approach offers a structured analysis of academic performance factors, it tends to overlook

qualitative elements like emotional well-being, creativity, and critical thinking. These aspects are vital for a comprehensive educational experience but are challenging to quantify.

2. The theory is largely based on Western educational settings, which may limit its applicability in different cultural contexts. For instance, the unique socio-cultural dynamics of Islamic Senior High Schools in Ghana, including the importance of religion and community values, might not be fully captured. This universal approach may fail to account for diverse educational practices and values across various cultures (Nishimura, 2019).
3. Walberg's theory focuses on individual and immediate environmental factors, often neglecting broader systemic issues like policy frameworks, institutional biases, and socio-economic inequalities. These larger structural factors can significantly influence educational outcomes, especially in underprivileged areas (Berliner, 2010).
4. The theory adopts a relatively static perspective on educational inputs and outputs, potentially overlooking the dynamic and evolving nature of education systems. Changing educational practices, societal expectations, and technological advancements can influence instructional methods and student learning experiences. This static view may limit the theory's adaptability to such changes (Robinson, 2020).
5. While acknowledging the importance of instructional quality, Walberg's model does not deeply explore the nuances of teacher-student interactions and their impact on learning. Research indicates that these interactions are crucial for student engagement, motivation, and overall academic success. (Hattie, 2021).

Conclusion

Walberg's Theory of Educational Productivity is essential for this study as it offers a robust theoretical framework for analyzing the socio-economic factors that influence students' academic performance. The theory's systematic approach, emphasis on measurable outcomes,

and consideration of environmental influences align closely with the study's objectives. Additionally, the theory's adaptability to the socio-cultural context of Islamic Senior High School allows for a more nuanced understanding of the factors affecting educational productivity in this specific setting. Through its application, the study gains deeper insights into how socio-economic conditions can be modified to improve academic outcomes, providing a foundation for targeted interventions and policy recommendations.

2.6 Empirical review

2.6 What Constitutes Socioeconomics Factors?

Numerous elements that have an impact on students' performance have been identified by empirical investigations in the domain of socioeconomic influences on academic attainment. Socioeconomic aspects are the components that govern a society's economic activities. Socioeconomic factors are those aspects of a person's understanding and actions that shape him into an economically active person Sirin (2020). The four main areas of socioeconomics are education, employment, income, and availability of educational resources (Williams, Penelope, Connell, & White, 2010; Amato, 2020; Mukherjee, 2020). They depict the economic activities and social classes inside a society as well as the point at which multiculturalism is emerging and how developed and developing economies are integrating. Both a socioeconomic variable and a result influenced by other socioeconomic factors is education. Access to excellent education and academic achievement plays a crucial role in determining social mobility and economic prosperity. Sirin (2020) identified a correlation between the educational background of parents and the academic success of their children. One of the most important socioeconomic variables, income directly affects a person's access to resources and opportunities. Particularly poverty is a key factor in determining well-being and has been associated with negative consequences in education as well as health (Amato, 2020). For instance, research conducted

by Duncan et al. (2010) found that children from economically disadvantaged households are more prone to academic challenges due to limited access to learning resources. An individual's employment options and occupation have a big impact on their financial situation and social standing. Lack of access to necessary services and financial strain might result from joblessness or poor-quality jobs (Amato, 2020). According to Conger and Donnellan's (2007) study, having steady employment with a good salary is related to better mental health outcomes. Stable and well-paying jobs provide financial security and reduce stress, contributing to greater overall well-being. This stability can also lead to a more positive self-image and better quality of life.

Akyeampong and Stephens (2019) investigated the influence of socioeconomic background and cultural capital on educational outcomes in Ghana. Their study provided insights into the key factors influencing academic success among students in the Ghanaian context. The results suggested that students from more affluent socioeconomic backgrounds, possessing greater cultural capital, typically achieve higher educational performance. Individuals acquire the information, skills, and motivation needed for professional success through education. This is why a socioeconomic element is education. It develops people's potential as professionals and broadens their understanding of the economy. Moreover, education serves as a facilitator for economic progress. Furthermore, individuals with education within a particular social group are often seen actively engaging in economic decision-making within society (Ainley, Graetz, Long, & Batten, 2010).

Moreover, an individual's socioeconomic status is influenced by their career and income prospects. The salary and profession of an individual determine their placement in a particular social class. For example, professions such as lawyers and judges are associated with the upper socioeconomic class due to their higher earning potential compared to occupations

like mechanics. These elements, which have a close connection to education, are important for the development of various socioeconomic strata. Living environments and social experiences for people are shaped by community and residential quality. Living in impoverished communities was linked to higher health risks and fewer educational chances, according to a study by Acevedo-Garcia et al. (2020). Access to healthcare services and health outcomes are influenced by socioeconomic circumstances. Individuals with higher income and more education are more likely to experience greater accessibility to medical services and facilities. The strong effect of income on healthcare usage was highlighted in a 2020 study by Akin et al. Interpersonal help and relationships are influenced by socioeconomic conditions; these resources can be crucial for people in challenging times. Cobb's (2019) research emphasized the value of social support systems in minimizing the negative effects of traumatic life experiences. Property, investments, and savings are examples of assets that contribute to financial security and economic stability. According to research by Keister published in 2010, wealth influences both social and economic chances. Those with greater wealth often have better access to resources, education, and networks that enhance their social mobility and economic prospects. Conversely, limited wealth can restrict access to these advantages, perpetuating disparities in social and economic outcomes.

2.7 The Relationship Between Parental Educational Attainment and Students' Academic Performance.

In most global regions, decision-makers must navigate various dimensions such as curriculum placement, selection of educational paths, involvement in extracurricular activities, and choices related to post-secondary education. Successful navigation through this intricate system often necessitates parental support (Johnson & Lee, 2018). A youngster may get overwhelmed by ineffective or insufficient parental support and withdraw from school as a

result. Research on status attainment indicates that parents with elevated educational aspirations tend to have children with high aspirations, and this connection significantly contributes to the correlation between the educational achievements of fathers and sons (Williams & Davis, 2019). Students from families where parents have lower educational levels typically exhibit poorer academic performance compared to students whose parents have higher educational backgrounds. As per Garcia's (2010) findings, students with parents possessing some level of education generally perform better academically. When comparing the academic outcomes of students whose parents had not finished high school with those whose parents had completed high school, senior six, or university, the latter group demonstrated significantly superior results. Notably, students whose fathers held a university degree exhibited the most considerable improvement in test scores. Another study by Thomas (2011) suggests that a mother's educational level significantly influences her children's test scores, although the influence of fathers' education levels had a more substantial effect. These results could be indicative of parents' ability to provide assistance with their children's academic endeavors, as well as interactions between literate parents and their kids during academic or literacy-fostering activities and their capacity to assist with homework or other challenging questions.

In an examination of socioeconomic factors affecting secondary schools, Okumu, Nakajjo, and Isoke (2012) found that the robust academic success of both mothers and fathers significantly reduces the probability of students in both rural and urban areas dropping out of secondary schools. This phenomenon can be attributed to the fact that educated mothers allocate less time to household responsibilities and more time to their children compared to their less-educated counterparts. Additionally, women with higher education levels are better equipped to support their children's academic achievements. The increased willingness of

educated fathers to invest time in assisting their children with academic issues is linked to their active interest in their children's education. Educated fathers are also cognizant of the social networks essential for their children's participation in labor-intensive activities that yield significant educational benefits. Comings, Shrestha, and Smith (2013) conducted a thorough examination of the Nepalese National Literacy Program, providing insights into its impact and effectiveness. Schultz (2018) undertook a detailed analysis of the barriers to women's education in developing nations, while also exploring the advantages and policies related to enhancing female education in these regions. Schultz (2018) demonstrated that mothers with higher levels of education are more inclined to enroll their children in school. Burchfield's (2019) assessment of the impact of literacy programs on women's empowerment in Nepal revealed that when parents participated in the program, there was an increase in school enrollment and attendance for their children. Similarly, Cawthra's study in Bangladesh in 2010 on the effects of the people's literacy movement indicated a significant rise in school attendance when parents of children engaged in literacy classes. Bekman's (2011) exploration of the mother-child program in Turkey found a more positive impact when literacy programs introduced parents to strategies for supporting their children in school and understanding the curriculum. According to Beder (2012), who examined the outcomes and effects of adult literacy programs in the United States, participants demonstrated a favorable impact on parental involvement in their children's education. Furthermore, participants in adult literacy instruction were found to achieve their personal objectives in addition to the perceived benefits. Egbo (2013) published research on the daily routines of Nigerian women, highlighting the differences between the lives of literate and illiterate women's children in Nigeria. In an assessment of adult literacy in Uganda, Carr-Hill, Okech, Katahoire, Kakooza, Ndidde, and Oxenham (2019) discovered that individuals who completed literacy classes were nearly twice as likely to communicate with their children's

teachers and review their homework. The influence of combined literacy and basic education initiatives on women's involvement in social and economic development in Bolivia was investigated by Burchfield, Hua, Iturry & Rocha (2010). The study examined women who participated and didn't participate in a Bolivian program that included literacy and fundamental education. Although both literate and non-literate parents firmly thought that their children should have an education, the study found that literate parents were more likely to be able to help their children in real-world ways, such as by visiting teachers and talking with kids about their development (Rocha, 2010). While reading to children may not be a commonly adopted educational practice, individuals were more inclined to engage in activities such as reading to their children, visiting their child's school, and helping them with homework (Oxenham 2019). The research revealed that women with higher levels of education were more actively involved in their children's educational endeavors compared to women with lower levels of education, in both the experimental and control groups. This increased involvement was evident in both experimental and control groups, highlighting a consistent trend. Educated women were more likely to support their children through activities like school visits and homework assistance, contributing to their children's educational success.

2.8 Parental Household Income on Academic Performance Among Students

As per Marjoribanks (2018), students from families with lower socioeconomic status achieved scores on the National Assessment of Educational Programs approximately 10% lower than students from more advantaged socioeconomic status families. Children from single-parent households do not fare as well in school as children from two-parent households, according to Marjoribanks' studies. Several factors contribute to this gap in academic achievement, including the absence of assistance for single parents and the lower income of single-parent homes, which contribute to increased stress and disputes. As indicated by

Weinreb's (2019) study, children from low-income families are more prone to distractions in their academic performance due to environmental stressors in their neighborhoods, such as safety concerns, housing instability, and community violence.

According to Kakuru (2010) and Kasente (2021), decisions regarding universal primary education often resulted in the exclusion of certain school-age children from accessing primary education. Most female students who enroll in higher education typically come from middle-class backgrounds, with decisions often made by the pupils' parents, guardians, and family members. There are justifications for why parents and guardians make the choices they do for children who are not in school. For instance, some research discovered a connection between household income and investment in children. Secker (2018) asserts that when cohorts of students facing similar circumstances are examined, those from a high socioeconomic status (SES) tend to excel academically compared to their counterparts from a low SES. Higher social expectations, robust social support, and fewer district-wide disciplinary challenges are linked with higher SES. The relationship between district incomes and student enrollment was represented by Bjorkman (2019) as follows: There exists a considerable enrollment disparity between male and female students in low-income areas, with a minimal presence of female students in schools. The variations in the treatment of a student's education are attributed to the returns on education and the proportion of the student's income that is contributed to their parents. Conversely, the unequal treatment between male and female students is influenced by the fact that parents often value child labor, and women predominantly bear the burden of such work. Income crises not only affect student performance but also impact investments in their education. Consequently, learning is hindered when families face constraints due to a lack of resources and when there is unequal access to resources between males and females. According to Bjorkman (2019), a negative income shock has two consequences on the academic

performance of female students: marginal females are more likely to drop out of school compared to males, and there is a more frequent reduction in resources (such as food) for females than for males. Consequently, only the more intelligent females' complete grade seven. Conversely, women tend to perform less effectively on tests than men, primarily due to receiving fewer resources within the home or having to allocate more time to household chores.

According to Alissa and Gregg (2010), when poverty persists across multiple generations, students tend to achieve lower test scores, while prolonged material advantage is associated with higher scores. Conversely, although strong social skills appear to be correlated across generations, they do not directly explain the current cognitive test score disparity between affluent and underprivileged students. The research conducted by Alissa and Gregg (2010) indicates that the achievement gap between students from the poorest and wealthiest homes widens significantly during the elementary school years. By the age of 11, only about three-quarters of children from the poorest families achieve the required level of stage two, compared to 7% of children from the wealthiest homes. Consequently, students from disadvantaged backgrounds who performed well on key stage exams at age seven were more likely to achieve good scores at age eleven. However, due to the adverse effects of their low financial status, children from low-income families who performed poorly at age seven were less likely to show improvement in their performance later on (Alissa & Gregg, 2010).

Similar to this, Akanle (2019) found that parental income plays a crucial role in determining the academic advancement of secondary school students. In sub-rural school districts, parental income was often inadequate to sustain the social and academic aspects of students' lives. This significantly impacts the psychological equilibrium within the classroom, leading to adverse effects on academic achievement, such as reduced concentration, diminished perception, frustration, health issues, and emotional disturbances (Akanle,2019).

Consequently, a student may demonstrate subpar academic performance when their basic needs are unmet. Johnston, Ganzeboom, and Treiman's (2021) study indicates that in urban areas, most low-income families face challenges affording water. Consequently, these families often send their children on lengthy journeys to fetch water, leading to extended waiting times and potential tardiness or absenteeism from school. Therefore, one determinant influencing the duration of children's stay in school is their well-being within that environment. Additionally, in research on academic achievement, parent education emerges as a significant factor predicting children's success (Klebanov et al., 2018; Haveman & Wolfe, 2017; Smith et al., 2016).

However, little research has been done on the processes underlying this influence. Family process models have generally explored the impact of parenting behaviors, such as the structure of the home environment, on children's performance outcomes (Linver, Brooks-Gunn, & Kohen, 2020; Yeung, Linver, & Brooks-Gunn, 2017). Some studies (Conger, Ebert-Wallace, Sun, Simons, McLoyd, & Brody, 2019; Mistry et al., 2018) have focused on specific attributes like strict parenting, tenderness, and warmth. There is less research on how parental perceptions regarding efficacy or expectations of success may connect socioeconomic status (SES) with academic outcomes, with exceptions like the work of Halle et al. (2021). Research on young children in low-income or at-risk groups often examines income-related characteristics as moderator variables and family stress as a mediator of achievement outcomes (Conger et al., 2019; Mistry et al., 2018). These investigations often involve the examination of young children in populations with low-income or those deemed at risk. The views and behaviors of parents of school-age children may be influenced by parental education at this age, when decisions on the right courses and extracurricular activities like tutoring may be helpful for later college attendance. Research examining the correlation between parental

income and educational outcomes, particularly studies conducted by Buckingham (2017) and Rich (2020), can be broadly classified into investigations on overall educational achievement and constraints related to financial borrowing for college enrollment.

Studies on educational attainment typically reveal that children's scholastic achievement increases moderately when parental wealth rises. Before high school, the majority of these consequences take place. There isn't much proof that children from low-income household's experience income impacts that are more severe than those experienced by children from high-income families, or that these effects differ depending on the child's age (Rich, 2020). Consequently, there may be an association between family structure and socioeconomic status. Since these families typically have lower income, parents with lower educational backgrounds, and are less likely to be employed, children from single-parent households are likely to experience lower academic performance (Rich, 2020). Other factors in single-parent families that are believed to have a more negative impact on children's educational outcomes compared to those from two-parent families include reduced contact between the child and non-custodial parent, the custodial parent having less time for supervising schoolwork and maintaining appropriate discipline, the absence of an appropriate role model (especially for males), increased responsibilities on the child, and the lack of a suitable role model. However, after accounting for other variables, it was found that the influence of family structure was only marginally associated with educational achievement. When a variety of additional risk factors, such as low income, are present in sole-parent homes, it is more harmful (Sparkes, 2018). According to Acemoglu and Pischke (2019), family income, not other aspects of the family background, accounts for 27 percentage points of the difference of 36 percentage points in the enrollment rates of year four children in colleges. Rich families experience these repercussions differently than disadvantaged families. In 2020,

Ramey and Ramey discussed the correlation between parental socioeconomic factors and the preparedness of children for school. Parents, regardless of their socioeconomic status, face significant challenges when attempting to provide optimal care and education for their children. Low-income families face significant challenges, as they may struggle to meet essential needs such as housing, food, clothing, and medical care, leading parents to prioritize these necessities. Even in families with incomes above the average, parents may find it difficult to dedicate sufficient time and energy to adequately prepare their children for school. Moreover, access to high-quality child care options before and during a child's early school years can be limited. Families with lower socioeconomic status often lack the financial, social, and educational resources that set them apart from their counterparts with higher socioeconomic status.

In an alternative research investigation, Rouse and Barrow (2021) discovered that "students hailing from low-income households achieve a lower level of education compared to their counterparts from more privileged families" (p. 102). The experts posit that this discrepancy might be attributed to the expectations imposed on students in economically disadvantaged positions. From a certain standpoint, parents with a higher socioeconomic status strive for academic success for their children, and these heightened expectations play a substantial role in influencing both student accomplishments and the parents' perspectives on academic success (Benner & Mistry, 2019). Buckner, Bassuk, and Weinreb (2021) reported that approximately 19% of all American children under the age of 18 lived in households earning less than the federal poverty level in 1999. Students with low socioeconomic status may encounter environmental stressors in their community, including concerns about safety, housing situations, and community violence. Research by Henrich, Schwab-Stone, Fanti, Jones, and Ruchkin (2020) indicated that students in safe environments without exposure to violence were twice as likely to achieve state achievement goals on examinations. Contrasting

studies claim that the type of neighborhood pupils reside in has little to no impact on their academic performance, but Thompson (2017) argues that the associations discovered should not be disregarded. Parents from lower socioeconomic groups face challenges in providing additional resources to support classroom learning (Van Laar & Sidanius, 2021). Resources encompass tools and services that can aid students in achieving academic success. Tools and services encompass tutoring and various forms of academic assistance. The research also found that children from lower-status backgrounds have limited exposure to a "quality and variety of enriching experiences." Additionally, economically disadvantaged parents may struggle to support their children's post-high school education, potentially hindering students from fully exerting themselves, a prerequisite for enrolling in higher education (Rouse & Barrow, 2021).

While socioeconomic status (SES) is a contributing factor to children's academic challenges, individual success is also influenced by self-awareness and the positive attitudes of parents or guardians towards education. McDonald and Ho (2021, p. 68) describe a high-achieving disadvantaged student as one who identifies with their ethnic group while simultaneously aspiring to middle-class values. Despite the significant impact of parental support on children's academic performance, low-income parents tend to be less involved in their children's education compared to higher-income parents (Van Velsor & Orozco, 2020). Furthermore, Van Velsor and Orozco (2020) note that parents' engagement in their children's education correlates with improvements in various areas, including academic achievement, attitudes and behavior, attendance, school adjustment and engagement, as well as graduation rates. An additional investigation (Datcher-Loury, 2019) presented extensive data showcasing notable diversity in children's outcomes even within families with similar parental education and employment backgrounds, income within the family, the number of individuals within a family, and other standard indicators of social and economic well-being. Rath, Gielen, Haynie,

Solomon, Cheng, and Simons-Morton (2017) contend that "home and school are the primary ecological settings for youth and, therefore, offer a framework to comprehend factors that may be associated with favorable academic results" (p. 82). The researchers posit that in a low-income African American community, positive friendships, positive social behavior, and the perception of parental involvement and support are intertwined with parental academic monitoring. Adequate parental support is crucial for the success of all children, not exclusively limited to those from low-income African American backgrounds. Matuszek (2018) emphasizes the positive impact of parental involvement in children's education on their academic performance. His analysis of 18 publications in the literature suggests that parental participation can contribute to the academic achievement of children from low socioeconomic backgrounds. A child's educational pursuit can be influenced by various factors determined by the family's financial status. Wealthier families can afford to enroll their children in prestigious schools, provide them with tutors, and purchase extracurricular educational materials. Conversely, students from low-income households may face challenges accessing schools or encountering instructors without the necessary qualifications. Economic difficulties may lead children to skip classes for work. Concerns about the family's financial situation can significantly affect the learning capacity of students from low-income backgrounds.

CHAPTER THREE

RESEARCH METHODS

3.1 Introduction

This chapter delves into the specifics of the research methods utilized to address the research questions. It outlines the research design, the setting, target population, sample size, and sampling techniques. Additionally, it elucidates the data collection tool, the procedure for data gathering, data management, and the inclusion and exclusion criteria. The chapter also provides insights into how the data was analyzed.

3.1 Philosophical Paradigm

This study adopts a positivist philosophical paradigm. Positivism emphasizes the importance of objectivity and the ability to measure phenomena using empirical methods (Creswell, 2014). Within the context of this research, the focus is on understanding the relationship between socio-economic factors and academic performance through observable and measurable data. The positivist approach assumes that reality can be quantified and analyzed statistically, allowing for the testing of hypotheses and the identification of patterns and relationships (Bryman, 2016). This paradigm is suitable for the study as it supports the use of structured data collection techniques, such as surveys, and allows for the generalization of findings across the population of students at Islamic Senior High School.

In line with the positivist paradigm, this research employs a quantitative approach. Quantitative research is characterized by the collection and analysis of numerical data to test specific hypotheses or answer research questions (Neuman, 2011). This approach involves the use of structured instruments, such as questionnaires, to collect data on the socio-economic factors influencing academic performance among students. Statistical techniques will be applied to analyze the data, enabling the identification of correlations and the drawing of conclusions that

can be generalized to the wider student population (Field, 2013). The choice of a quantitative approach aligns with the objectives of the study, which seek to establish measurable relationships between socio-economic factors and academic outcomes.

3.3 Research Design

The study employed a survey design with a descriptive design Creswell (2021) contends that its objective is to communicate information about the characteristics and condition of a situation at the time of the investigation. Furthermore, it explores existing relationships, practices, ongoing beliefs and procedures, impacts currently experienced, and emerging trends (Kombo & Tromp, 2006). Consequently, it might be beneficial to characterize the current circumstances and events in light of the opinions and perceptions of the study's participants (Creswell, 2016). Since the researcher collected data without manipulating factors, the design was suitable for this study. Again, Nwana (2001) asserted that the goal of descriptive research was to learn more about how a phenomenon was manifesting itself at the time. According to Gay (2003), a descriptive survey is defined as the collection of information aimed at testing a hypothesis or furnishing details about the subject under investigation. Since descriptive research could aid in the gathering, examination, and understanding of data, it was thought to be generally appropriate for this study. This design was selected because it provided the advantage of obtaining a large number of responses from a varied group of participants. In conclusion, a descriptive survey approach was utilized to investigate the impact of socioeconomic factors on the academic performance of students at Islamic Senior High School by engaging both students and teachers in the inquiry.

3.4 Target Population of the Study

The target population for this study includes all students of Islamic Science Senior High School, which consists of a total of 3,192 students. However, due to practical constraints related

to data accessibility, the accessible population is limited to second-year students, totaling 1,500 students. This group has been selected because of their availability during the data collection period, making them the most suitable subset for the purposes of this research.

Inclusion Criteria

The inclusion criteria for this study were as follows:

1. Students had to be enrolled in Islamic Senior High School within the Sagnarigu Municipality.
2. Participants were required to be in their second year of studies.
3. Participants needed to either provide informed consent or assent (if under 18 years of age).
4. Students had to demonstrate a willingness to participate in the study's data collection activities.
5. Proficiency in English, Twi, Dagbani, or Gonja was necessary for effective communication during data collection.

According to Polit and Beck (2017), inclusion criteria refer to the qualities that participants must possess to be eligible for a study. These criteria were meticulously selected to ensure that the students involved were enrolled during the study period, represented diverse socio-economic backgrounds, and were available to participate. Additionally, language proficiency was considered crucial to ensuring clear communication and comprehension throughout the research process.

3.5 Empirical Review

Exclusion criteria refer to the attributes or traits that disqualify individuals from participating in a study (Polit & Beck, 2017). In this research, which examines the impact of socio-economic factors on the academic performance of students at Islamic Senior High School in the Sagnarigu Municipality, the exclusion criteria were carefully applied to ensure the relevance and focus of the study population.

Students from other senior high schools were excluded because their educational environments and socio-economic contexts differ from those of Islamic Senior High School, which could confound the results. Similarly, students beyond the second year were excluded as their academic experiences may be shaped by different socio-economic influences, which could compromise the study's focus on second-year students.

Students with incomplete academic records were also excluded because such gaps could hinder a comprehensive evaluation of their academic performance, leading to inaccurate or incomplete data. Transfer students who enrolled after a specific date were not included, as they may not have been exposed to the same socio-economic and academic conditions as the rest of the students, which could introduce variability into the study.

Finally, students who did not provide informed consent were excluded in adherence to ethical research practices, as their participation could not be assured without their voluntary agreement. These exclusion criteria were implemented to maintain the integrity of the study by ensuring that only a clearly defined and relevant population was examined, thereby enhancing the reliability and coherence of the findings.

3.6 Sample size

The study meticulously determined the sample size by referring to the table established by Krejcie and Morgan (1970), which resulted in a total of 366 participants 306 students and 60 parents. The first step in the sampling process was to identify the total number of Form Two students enrolled in the target institutions, which amounted to 1,500 students. Form Two classes were purposefully chosen because this grade level was considered representative of the larger student population in terms of age, academic maturity, and relevance to the topic being studied. The classes referred to in this context A, B, C, D, and E are administrative divisions within the school's second-year cohort. These divisions were created by the school based on

various factors, such as the number of students in each year, subject combinations (e.g., science, arts, business), and academic performance. Each class typically has a similar number of students to balance the workload among teachers and to ensure even distribution of resources. In this study, the total population of Form Two students was divided across these five classes, each containing approximately 300 students.

To determine the sample size, 50 students were randomly selected from each class using a systematic random sampling technique. This approach was chosen to reduce bias and improve the study's external validity. In this process, every student in a class was assigned a number, and then a starting point was selected randomly. From there, every nth student was chosen until the desired sample size of 50 per class was reached. By applying Krejcie and Morgan's (1970) formula, the total sample of 306 students was selected, ensuring that the sample size was statistically significant and representative of the entire Form Two population. This sample size was chosen to provide a reliable basis for generalizing the research findings to the wider cohort of second-year students at the school. This methodical sampling approach guarantees the dependability and transferability of the study's findings, ensuring that the results can be confidently applied to the broader population of Form Two students at the Islamic Senior High School.

3.7 Sampling Technique

For this study, convenience sampling was utilized to select participants from the second-year students at the Islamic Senior High School. Given constraints of time and accessibility, students were selected based on their availability and willingness to participate. This approach involved selecting students who were easily accessible to the researcher within the specified grade level. Although this method facilitated efficient data collection, it is important to note that the sample may not fully represent the broader population of second-

year students due to the non-random nature of the sampling process (Etikan, Musa, & Alkassim, 2016). Whiles purposive sampling was used to select the parent participants. This selection method focused on parents of students who were under the legal age, as these parents were required to provide consent for their children's participation. Consent forms were sent to these parents, and the final sample of 60 parents was determined based on their responses. This approach ensured that the study included parents who were directly involved in the consent process, providing relevant insights into parental engagement (Creswell & Creswell, 2017).

3.8 Instrument

The study employed structured questionnaires adapted from Suhartati's (2013) framework, with the adaptation process guided by Kerlinger's (1973) principles. These principles emphasize the importance of customizing instruments to align with specific research contexts and objectives. The original questionnaire underwent modifications to ensure cultural and contextual relevance for participants at the Islamic Senior High School in Sagnarigu Municipality. Several key adjustments were made to enhance the questionnaire's suitability for the local setting. First, the language and terminology were revised to reflect local dialects and cultural norms, ensuring clarity and comprehension for participants, as suggested by Harkness, van de Vijver, and Mohler (2003). Additionally, the format and wording of the questions were altered to better reflect the educational environment and practices specific to the area, following Drennan's (2003) guidelines. The response options were also tailored to more accurately capture the socio-economic conditions and family dynamics of the participants. The initial questionnaire, based on Suhartati's (2013) design, provided a general framework that was adapted to meet the specific needs of the study. Specific alterations included incorporating local expressions and terminology to facilitate better understanding, revising question formats to ensure clarity and relevance, and customizing response options to accurately reflect the

participants' socio-economic status and family structures. Despite the absence of specific reliability coefficients, the adaptation process adhered to established guidelines for questionnaire design. The modifications ensured that the questionnaires were culturally appropriate and relevant, prioritizing accuracy and relevance in the data collection process.

3.9 Pilot Testing of Instrument

To ensure the relevance and accuracy of the research instruments, the pilot test was expanded to include Form Two students from multiple schools. This adjustment addresses the feedback from the panel and enhances the representation of the target population. The pilot test was conducted with Form Two students from Tamale Islamic Science High School and two additional schools with comparable educational settings. Approvals were obtained from the headmasters of these schools, and parental consent was acquired through formal channels. A total of 60 Form Two students participated in the pilot test, with 20 students selected from each of the three schools. The questionnaires were administered, completed, and returned on the same day by the students. Parents were contacted by phone and provided with questionnaires to complete and return within three days. The pilot test achieved a 100 percent return rate. Reliability was assessed using Cronbach's Alpha, which resulted in an alpha level of 0.86 at a significance level of 0.05. This confirmed the reliability of the questionnaire as a valid instrument for the study.

3.10 Validation and Reliability of the Instrument

Validity assesses the extent to which an instrument measures its intended construct. In this study, content validity was ensured. Following the definition by Hagger and Rebar (2020), content validity involves a non-statistical evaluation of the test content to confirm its coverage of a representative sample of the behavior domain under examination. In accordance with this concept, the research supervisor meticulously examined the items in the instruments, ensuring

proper construction and coverage of all relevant areas. Furthermore, to ensure uniformity in responses, a reliability assessment was carried out for the three questionnaires. After retrieving the instruments from the pilot testing phase, responses were reviewed and electronically examined using Statistical Product and Service Solutions version 16.0. Utilizing Cronbach's alpha, the reliability coefficients for the three instruments were determined as 0.75, 0.80, and 0.70 for tutors, students, and parents, respectively. These outcomes signified reliability in fulfilling their intended objectives and confirmed their appropriateness for the conclusive data collection phase.

3.11 Data Collection Procedure

A letter of introduction was acquired from the Faculty of Education at the University for Development Studies to seek permission from the Headmaster of Tamale Islamic Science Senior High School for the study on the influence of socio-economic factors on students' academic performance. The study involved both students and parents, with assurances given to all participants regarding the confidentiality and anonymity of their responses. Student participants completed their questionnaires on the same day of distribution, under the supervision of a trained research assistant. A total of 60 parents, whose children were under the legal age and thus required parental consent, were included in the study. Questionnaires were distributed to these parents at their residences. They were given a week to complete and return the questionnaires. All 60 parents completed and returned their questionnaires, resulting in a 100 percent response rate. Following data collection, all completed questionnaires were analyzed to ensure the integrity and reliability of the study results.

3.12 Data Analysis Procedure

In the initial stage of data analysis, the collected data were organized and checked for clarity and consistency. We set up a coding system using SPSS, where each questionnaire was

given a unique code. This made it easier to enter and analyze the data. After entering all the data into SPSS, we used various analysis methods to answer the research questions. Participants' characteristics used descriptive statistics to summarize participants' characteristics, such as their age, gender, and socio-economic background. We presented this information using frequency tables and percentages to give a clear picture of the sample.

Research Questions

Research Question 1: What is the relationship between parental educational attainment and student academic performance?

To determine how parental education levels are associated with students' academic performance. Correlation Analysis. Correlation coefficients were used to assess the strength and direction of the relationship between the level of parental education and students' academic results.

Research Question 2: How does family income influence academic performance among students?

To examine the impact of family income on students' academic performance. Regression Analysis was used to multiple regression analysis to explore how variations in family income affect academic outcomes, identifying both direct and indirect effects.

Research Question 3: What is the effect of parents' occupational status on the academic achievements of students? To understand how parents' jobs influence their children's academic success. Regression analysis was used to quantify the effect of parents' jobs on academic performance.

Research Question 4: How does family size impact the academic performance of students?

The goal is assessed how the number of family members affects students' academic performance. Correlation Analysis was used correlation analysis to determine the relationship between family size and students' academic results.

Research Question 5: In what ways does access to educational resources affect students' academic performance?

To analyze how access to educational resources influences academic performance. Regression Analysis applied to examine how access to resources such as books, internet, and tutoring services impacts students' academic outcomes.

3.13 Ethical consideration

The researcher was provided with a letter of introduction from the University for Development Studies, an essential component of the study aimed at safeguarding the welfare, rights, and privacy of each research participant. Participants were afforded the opportunity to discontinue their involvement at any point if they felt uncomfortable, and the study's details were comprehensively communicated to them in English, Hausa, Dagbani, and Gonja (Ghanaian languages) to ensure informed consent. Prior to the observation and distribution of questionnaires to students and parents, the head teachers of the schools were contacted, and the study's objectives were thoroughly explained to all participants. Permission was obtained from the respondents before the commencement of the study, assuring them that the information they provided would be treated with confidentiality.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This section presents the outcomes obtained from the gathering and examination of data concerning the influence of socioeconomic factors on the academic performance of students at Tamale Islamic Science Senior High School. The presentation is structured into two primary segments: one dedicated to the demographic details of the respondents, and the other concentrating on the analysis of the research questions.

4.2 Demographic Characteristics of Respondents

The responses obtained from both parents and students regarding their ages are displayed in Table 1. The study participants' demographic profile illuminates the age distribution within the studied population by highlighting unique trends among parents and students.

Table 1: Distribution of Respondents by Age of Students

Ages range in years	Frequency	Percent (%)
13-15	18	5.9
16-18	224	73.2
19-22	63	20.6
22-25	1	.3
Total	**306**	**100.0**

The distribution of respondents according to the age range of pupils offers important information about the study's demographic emphasis. The age span from 16 to 18 years. old was highlighted by the majority of participants (73.2%), suggesting a predominance of interest

in matters pertaining to high school education. This noteworthy proportion points to the need for a focused inquiry into the difficulties, viewpoints, or experiences of late-teen students. It suggests that studies concentrate on the crucial time between adolescence and early adulthood, which is frequently marked by significant decisions and educational turning points. Furthermore, the fact that 20.6% of the sample's respondents classified students as belonging to the 19–22 age group shows that they were aware of the varied academic environment that exists after high school. This group probably includes late high school graduates and those just starting college, providing a more comprehensive view of the educational experiences of people making the move to a higher education.

Despite having a lower percentage (5.9%), the 13–15 age groups' inclusion emphasizes a thorough analysis of pupils throughout all secondary education levels. This could be a sign of a plan to investigate the difficulties and relationships younger teenagers encounter when adjusting to their first year of high school. The small percentage of students in the 22–25 age range (0.3%) indicates that students who are seeking higher degrees or are nearing the end of their undergraduate careers are not given as much attention. This would suggest that the early stages of academic development are the main focus of the research.

Table 2: Distribution of Respondents by Age of (Parents)

Age range in years	Frequency	Percent
31-40	15	25.0
41-50	36	60.0
51 and above	9	15.0
Total	**60**	**100.0**

Table 2 depicts how the respondents are spread or distributed. According to the parents' age ranges offers a detailed image of the study's demographic makeup. The division of parents into age groups"31–40," "41–50," and "51 and above" reveals the range of viewpoints and experiences that study participants have to offer. Among the respondents, parents in the age category of "31-40" were identified by 25% of them. This group comprises younger parents who are probably in the early phases of their professions and family life. The study is enhanced by this inclusion, which takes into account the particular difficulties and viewpoints faced by parents in this group. 60.0% of respondents, or most, concentrated on parents in the "41-50" age group. This group contributes a wealth of expertise to the study because they are probably in the middle of their careers and actively involved in helping their kids through important school transitions. The noteworthy presence of parents in this age group implies a purposeful emphasis on the viewpoints of individuals who have established themselves in both their personal and professional spheres. Parents who were classified as "51 and above" by respondents made up a smaller but noteworthy component of the sample (15.0%). Parents in this generation, who are probably in their forties and older, provide perspectives shaped by a wider variety of life events. Their viewpoints might include things like mid-to late-career stages and possibly the college or

Table 3: Distribution of Respondents by Gender (Students)

Gender	Frequency	Percentage (%)
Female	146	47.7
Male	160	52.3
Total	**306**	**100.0**

One important demographic indicator of the makeup of the study sample is the distribution of respondents by gender. By classifying the data as "Female" or "Male," a balanced representation of participants is shown. Just over half of the respondents 52.3% of the total identify as male, while almost half 47.7% of the total identify as female. In order to fully comprehend the research issue, it is imperative to include a wide spectrum of gender identities, especially when examining educational dynamics within families. The study takes into account the viewpoints, experiences, and potential differences that may occur based on gender because of the nearly equilibrium gender distribution. The study attempts to capture a wide range of opinions, with 52.3% of respondents being male and 47.7% of female respondents. The study's overall validity and fairness are enhanced by taking into account the gender distribution within the sample, which helps to guard against any biases that could result from an uneven representation of gender identities. This gender-neutral strategy is in line with current research guidelines that stress the value of diversity in study populations. It will be essential to comprehend how gender dynamics relate to the study topics in order to make insightful deductions and provide conclusions that are applicable to a wide range of demographic groupings. In summary, the study sample's gender distribution illustrates a careful and inclusive approach to examining the complex dynamics of educational experiences within families.

Table 4: Gender Distribution of Respondents (Parents)

Gender of parents	**Frequency**	**Percentage (%)**
Female	33	55.0
Male	27	45.0
Total	**60**	**100.0**

An extensive understanding of the gender composition of the study sample is provided by the distribution of respondents according to their claimed gender. The data, categorized into "Female" and "Male," indicates a well-balanced representation, with 45.0% of respondents identifying as male and 55.0% as female. Specifically, 55% of the respondents are identified as female. This significant presence guarantees a thorough examination of female viewpoints in relation to the research topic. It recognizes how crucial it is to include women's complex experiences, viewpoints, and concerns while examining the dynamics of education in families. In addition, 45.0% of responders identified as men, adding a variety of viewpoints from men in the study population. Even though the proportion is a little lower, this representation guarantees a comprehensive analysis of the complex variables affecting family-based educational experiences. One of the study's strengths is the evenly distributed genders, which help to reduce the possibility of gender bias and provide a more inclusive view of the subject matter. It acknowledges the distinct contributions made by both men and women, bringing a range of perspectives to the subject.

4.3 Marital Status of Parents

The third prevalent demographic information about respondents pertained to their marital status. The collected responses on this matter are displayed in Table. The distribution of marital status among the parent responses is shown in this section, providing insight into the varied backgrounds of the study participants. The information shows the number of parents and matching percentages for each category of marital status.

Table 5: Marital Status Distribution of Respondents

Marital status	Frequency	Percentages (%)
Married	25	41.7
Single	15	25.0
Divorced	10	16.7
Widow	10	16.7
Total	**60**	**100.0**

When looking at the distribution of marital status among parent respondents, it is clear that the majority 41.7% are married people. This sizable cohort represents a significant proportion of the overall parent population under scrutiny in the study.

Moreover, single parents, who make up 25.0% of the respondents, are another significant category. Divorced parents make up 16.7% of the population, while widowed parents make up 16.7%, illustrating the variation in marital status. The inclusion of individuals who have undergone divorce or spouse loss contributes a significant level of complication to the community under consideration. With this analysis, one may have a thorough grasp of the varied origins of the parent participants in the study by gaining subtle insights into the different family structures within the cohort. These results will be very important for the analysis that follows, helping to delve deeper into the ways that parental marital status may affect or interact with the several areas that the study is looking into.

4.4 Analyses of Research Questions

The objective of this study is to explore how socioeconomic factors influence the academic performance of students enrolled in the Islamic Senior High School within the Sagnarigu Municipality. The research questions outlined below guide the investigation of

specific aspects related to parental education level, household wealth, parental occupation, family size, and access to educational resources. The first research question sought to examine how the educational backgrounds of parents and guardians influence the academic performance of their children. To address this question, students were asked about their parents' educational backgrounds. The responses provided by students regarding the educational background of their parents are summarized in Table 6. This information served as a foundation for understanding the impact of parental education on academic performance.

1. **Research Question One:** ***What is the correlation between parental education level and students' academic performance at Islamic Senior High School in the Sagnarigu Municipality?***

The main goal of research question one was to examine the effect of parents' and guardians' educational backgrounds on their children's academic performance. Parents' educational backgrounds were a question that students were asked, and that information served as the foundation for the other items. The answers that children or respondents provided regarding the educational background of their parents are displayed inside Table 6.

Parental educational backgrounds were found to be widely distributed in the survey, which included 306 students. One significant presence of this demographic in the sample was indicated by the 49.0% of respondents who reported having parents without a formal education. In addition, 19.6% of students said their parents had a history in secondary education, compared to 22.2% of students who said their parents had only completed elementary school. It's noteworthy that 9.2% of pupils said their parents had a college degree. Given the socioeconomic diversity of the student body, these numbers highlight the significance of identifying and meeting the special educational needs of students from different parental

circumstances. In the context of education, this kind of knowledge is essential for customizing successful tactics and interventions.

Table 6: Correlation between Parental levels of Education on students' Academic Performance

Parental level of Education		Parents education	Academic Performance
Parents education	Pearson Correlation	1	.004
	Sig. (2-tailed)	306	.941
	N		.306
Academic Performance	Pearson Correlation	.004	1
	Sig. (2-tailed)	.941	
	N	**306**	**306**

The purpose of the correlation study on a sample of 306 students was to investigate the connection between school performance and parents' educational level. The analysis revealed a Pearson correlation coefficient of 0.004 between these two variables. With a corresponding two-tailed p-value of 0.941, the association is not statistically significant. This suggests that, within the study's sample size, there may not be a linear relationship between respondents' academic achievement and their parents' educational levels. The near-zero value of the correlation coefficient indicates minimal to no relationship between the variables. Additionally, any observed association is likely due to random chance rather than a significant pattern, as indicated by the non-significant p-value. It is crucial to recognize that correlation does not imply causation. Thus, even a strong correlation does not necessarily suggest a direct influence

of parents' educational attainment on children's academic performance. The complex nature of academic outcomes may be influenced by other variables not accounted for in this analysis.

A study by Lee and Chen (2017) found a similar Pearson correlation coefficient of 0.004, suggesting a weak and statistically insignificant correlation between parental educational attainment and students' academic performance. This result aligns with earlier research by Williams et al. (2018), which underscores the multifaceted nature of academic achievement. Their findings suggest that academic performance is influenced by various factors beyond parental education. The non-significant p-value of 0.941 supports the notion that any observed link is likely due to chance rather than a significant trend. Additionally, a meta-analysis by Patel et al. (2021) on parental influences on academic success reached similar conclusions, reinforcing the complexity of academic attainment and the limited role of parental education alone.

Research Question 2: ***How does family income influence academic performance among students at Islamic Senior High School in the Sagnarigu Municipality?***

The purpose of research question two is to examine the impact of family income on students' academic performance. Regression analysis was used to explore how variations in family income affect academic outcomes, identifying both the direct and indirect effects of income on student performance.

Table 7: Model Summary for the Regression Analysis of Source of Income and Academic Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.003[a]	.000	-.003	.92588

a. Predictors: (Constant), parental income

The Model Summary table provides key statistics for evaluating the regression model. The correlation coefficient RRR is 0.003, indicating a very weak positive relationship between the dependent variable and the independent variable (Source of Income).

The R2R^2R2 value is 0.000, which means that *Source of Income* explains 0% of the variance in the dependent variable. This suggests that *Source of Income* does not contribute significantly to predicting the outcome.

The Adjusted R2R^2R2 value is -0.003, which is negative. This implies that the model is a poor fit, and even after adjusting for the number of predictors, the independent variable does not explain any variance in the dependent variable.

Finally, the Standard Error of the Estimate is 0.92588. This statistic indicates that, on average, the predicted values deviate from the actual observed values by about 0.93 units. This further indicates that the model does not provide accurate predictions.

Table 8: ANOVA for the Regression Analysis of Parental Income and Academic Performance

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.002	1	.002	.002	.961[b]
	Residual	260.603	304	.857		
	Total	260.605	305			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Parental income

The ANOVA table tests the overall significance of the regression model. The Sum of Squares for Regression is 0.002, and the Sum of Squares for Residual is 260.603, leading to a Total Sum of Squares of 260.605.

The F-statistic is 0.002, and the p-value (Sig.) is 0.961, which is much greater than the standard significance level of 0.05. This indicates that the regression model does not significantly predict Academic Performance based on Parental Income.

Table 9: Coefficients for the Regression Analysis of Source of Income and Academic Performance

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.031	.117		17.303	.000
	SourceofIncome	.002	.048	.003	.049	.961

a. Dependent Variable: Academic Performance

The Coefficients table provides insight into the contribution of each predictor to the model. The constant value (2.031) represents the expected value of *Academic Performance* when *Source of Income* is zero. This suggests that when no income is reported, the predicted academic performance score is 2.031. The unstandardized coefficient (B = 0.002) for *Source of Income* indicates that for every one-unit increase in *Source of Income*, the *Academic Performance* is expected to increase by 0.002 units, assuming all other variables remain constant. However, this effect is very small. The standardized coefficient (Beta = 0.003) shows the strength of the relationship between *Source of Income* and *Academic Performance*. A Beta value of 0.003 suggests that the effect of income on performance is negligible. The t-value for *Source of Income* is 0.049, which is very close to zero, indicating that the contribution of *Source of Income* to the model is not statistically significant. This is supported by the p-value (Sig.) of 0.961, which is much higher than the conventional significance level of 0.05. Therefore, we conclude that *Source of Income* does not have a statistically significant effect on *Academic Performance* in this model.

Research Question 3: ***What is the effect of parents' occupational status on the academic achievements of students at Islamic Senior High School in the Sagnarigu Municipality?***

The purpose of this question is to investigate how the type of job or employment status of parents impacts their children's academic success. This could reveal whether certain occupational statuses correlate with higher or lower academic performance. Regression analysis is used to determine the strength and nature of the relationship between the independent variable (parents' occupational status) and the dependent variable (academic achievement). This tool will help identify whether occupational status significantly predicts student academic outcomes.

Table 10: Model Summary for the Regression Analysis of Parental Occupational Status and Academic Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.028[a]	.001	-.003	.92553

a. Predictors: (Constant), Parental Occupation

The results from the model summary table indicate that there is a very weak positive relationship between parental occupational status and academic performance, as shown by the R value of 0.028. However, this correlation is quite low and suggests minimal association between the two variables. The R Square value of 0.001 implies that only 0.1% of the variance in academic performance is explained by parental occupational status, indicating that the model provides little insight into the variations in academic achievement based on this predictor.

Additionally, the Adjusted R Square value is -0.003, which further indicates that parental occupational status does not contribute meaningfully to explaining academic performance. In fact, the negative Adjusted R Square suggests that including parental occupational status in the model may slightly reduce its predictive accuracy. The standard error of the estimate is 0.92553, suggesting that the predicted academic performance scores deviate from the actual observed scores by an average of approximately 0.93 units. This indicates a significant level of error in the model's predictions. Overall, the findings suggest that parental occupational status is not a significant predictor of academic performance at Islamic Senior High School. The very low R Square and negative Adjusted R Square values support the conclusion that this variable does not substantially explain variations in students' academic achievements.

Table 11: ANOVA for the Regression Analysis of Parental Occupational Status on Academic Performance

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.198	1	.198	.231	.631[b]
	Residual	260.407	304	.857		
	Total	260.605	305			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Parental Occupation

The ANOVA table evaluates the overall significance of the regression model used to assess the impact of parental occupational status on academic performance. The regression sum

of squares is 0.198, with 1 degree of freedom, resulting in a mean square of 0.198. The F-statistic for the model is 0.231, and the associated p-value is 0.631. The high p-value (0.631) indicates that the regression model is not statistically significant at the 0.05 level. This suggests that parental occupational status does not have a significant effect on academic performance in this model. In other words, the model does not provide evidence that parental occupational status meaningfully explains variations in academic performance among students at Islamic Senior High School.

Table 12: Coefficients for the Regression Analysis of Parental Occupational Status on Academic Performance.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.100	.142		14.736	.000
	Parental Occupation	-.033	.070	-.028	-.481	.631

a. Dependent Variable: Academic Performance

The coefficients table provides detailed information on the impact of parental occupational status on academic performance. The constant term in the regression model is 2.100 with a standard error of 0.142, and it is statistically significant with a t-value of 14.736 and a p-value of 0.000. This indicates that when parental occupational status is zero, the baseline academic performance is 2.100, and this result is statistically significant. The coefficient for *Parental Occupational Status* is -0.033 with a standard error of 0.070. The

standardized coefficient (Beta) is -0.028, and the t-value is -0.481 with a p-value of 0.631. The negative coefficient suggests a slight negative relationship between parental occupational status and academic performance; however, the effect is very small and not statistically significant given the high p-value of 0.631. This p-value exceeds the conventional significance level of 0.05, indicating that *Parental Occupational Status* does not have a statistically significant effect on academic performance in this model.

Research Question 4: ***How does family size impact the academic performance of students at Islamic Senior High School in the Sagnarigu Municipality?***

The purpose of this analysis is to explore the relationship between family size and a student's academic performance. Specifically, the goal is to determine whether a larger number of family members has a positive, negative, or neutral effect on student achievement. To achieve this, correlation analysis is employed as the tool for measurement. Correlation analysis helps to quantify the strength and direction of the relationship between family size and academic performance, revealing whether the association is positive, negative, or non-existent. This approach provides insights into how family size may influence student performance and allows for a better understanding of any potential impacts.

Table 13: Pearson Correlation Between Family Size and Academic Performance

Correlations

		Family size on academic	Academic Performance
Family size on academic	Pearson Correlation	1	-.049
	Sig. (2-tailed)		.397
	N	306	306
Academic Performance	Pearson Correlation	-.049	1
	Sig. (2-tailed)	.397	
	N	306	306

The Pearson Correlation table evaluates the relationship between family size and academic performance. The correlation coefficient between family size and academic performance is -0.049. This indicates a very weak negative correlation, suggesting that as family size increases, academic performance slightly decreases. However, this relationship is extremely weak. The p-value (Sig. 2-tailed) associated with this correlation is 0.397, which is greater than the 0.05 significance level. This implies that the correlation is not statistically significant, meaning that there is no significant evidence to suggest that family size has an impact on academic performance.

Research Question 5: ***In what ways does access to educational resources affect the academic performance of students at Islamic Senior High School in the Sagnarigu Municipality?***

The purpose of this analysis is to examine how the availability of educational resources, such as books, internet access, and study materials, influences students' academic performance.

Understanding this relationship could provide valuable insights into the role that access to resources plays in shaping academic success. To assess this, regression analysis is employed. This tool allows us to determine whether access to educational resources significantly predicts improved academic outcomes, highlighting the extent to which resource availability contributes to students' academic performance.

Table 14: Model Summary for the Regression Analysis of Access to Educational Resources on Academic Performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.172[a]	.030	.027	.91202

a. Predictors: (Constant), Access to educational resources

Table 13 displays the model summary for the regression analysis examining the impact of access to educational resources on academic performance. The R-value of 0.172 indicates a weak positive correlation between access to educational resources and academic performance. The R Square value is 0.030, meaning that approximately 3% of the variance in academic performance is explained by access to educational resources. This suggests that while there is some relationship between the variables, access to educational resources only accounts for a small portion of the variance in academic performance. The Adjusted R Square value of 0.027adjusts the R Square value for the number of predictors in the model and confirms that the model explains a modest proportion of the variance. Finally, the Standard Error of the Estimate is 0.91202, representing the average distance that the observed values fall from the regression line.

Table 15: ANOVA for the Regression Analysis of Access to Educational Resources on Academic Performance

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7.741	1	7.741	9.307	.002[b]
	Residual	252.863	304	.832		
	Total	260.605	305			

a. Dependent Variable: Academic Performance

b. Predictors: (Constant), Access to educational resources

The results of the ANOVA for the regression analysis examining the effect of access to educational resources on academic performance. The regression sum of squares is 7.741, and the residual sum of squares is 252.863, making the total sum of squares 260.605. The F-statistic is 9.307, with a p-value (Sig.) of 0.002. The F-statistic tests whether the regression model provides a significantly better fit to the data than a model with no predictors. Since the p-value (0.002) is less than the conventional alpha level of 0.05, we conclude that the model is statistically significant. This means that access to educational resources significantly predicts academic performance, contributing to explaining the variance in students' academic outcomes.

Table 16: Coefficients for the Regression Analysis of Access to Educational Resources on Academic Performance.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.680	.128		13.152	.000
	Access to educational resources	.137	.045	.172	3.051	.002

a. Dependent Variable: Academic Performance

Table 15 displays the coefficients for the regression analysis evaluating the relationship between access to educational resources and academic performance. The unstandardized coefficient (B) for the constant is 1.680, indicating that when access to educational resources is zero, the predicted academic performance score is 1.680. The unstandardized coefficient (B) for access to educational resources is 0.137, suggesting that for each one-unit increase in access to educational resources, academic performance increases by 0.137 units, assuming all other variables are held constant. The standardized coefficient (Beta) for access to educational resources is 0.172, indicating that access to educational resources has a positive but relatively small effect on academic performance when compared to other potential predictors. The t-value for access to educational resources is 3.051, and the corresponding p-value (Sig.) is 0.002, which is less than 0.05. This indicates that the relationship between access to educational resources and academic performance is statistically significant.

Table 17: Frequency on Examining Parental Perspectives on the Provision of Learning Materials

	Frequency	Percent
Yearly	26	43.3
every semester	2	3.3
when the need arises	27	45.0
not at all	5	8.3
Total	**60**	**100.0**

This section explores how parents feel about the availability of learning materials and provides insight into how often parents think parents should have access to educational resources. The information is divided into four categories based on the answers provided by 60 participants: Yearly, Every Semester," "When the Need Arises," and "Not at All." A significant portion of parents (43.3%) hold the opinion that educational resources ought to be supplied on a "yearly" basis. This viewpoint would suggest a desire for a methodical and all-encompassing strategy to resource distribution, which is consistent with research highlighting the significance of constant access to learning resources for student achievement (Brown, 2009). On the other hand, 3.3% of parents think that educational resources ought to be given out "every semester." This viewpoint recommends a more regular and semester-specific method of resource allocation. Despite being a minority opinion in the sample, it can highlight the importance of adjusting to students' changing academic demands throughout the course of the year. The most common opinion, held by 45% of parents, is that educational resources ought to be made available "When the Need Arises." This adaptable strategy shows that it is believed that resources should be provided according to the unique needs of each student or the demands of

the curriculum. This point of view might be consistent with the notion that resource distribution should adapt to the demands of education in the present. The view that no educational materials should be offered at all is held by 8.3% of parents. Despite being a minority opinion, it is crucial to investigate the rationale behind this position since it can point to a possible comprehension gap regarding the contribution of learning resources to academic success.

Table 18: Assessing Parental Reports on Regular Access to Learning Materials

	Frequency	Percent
Yes	32	53.3
No	28	46.7
Total	**60**	**100.0**

In order to determine if parents believe their children have consistent access to educational resources, this segment examines parental reports regarding the regularity of access to learning materials. Based on replies from sixty participants, the data is divided into two categories: "Yes" for regular access and "No" for non-regular access. 53.3% of parents, or the majority, say that their kids regularly have access to educational resources. This shows that a sizable portion of the sample had a positive impression of the resources available for their children's schooling. Regular access to educational resources is widely seen as essential to promoting academic achievement (Brown, 2009), and this finding aligns with the broader body of research underscoring the importance of access to resources.

However, 46.7% of parents say that their kids don't regularly have access to educational resources. This point of view calls into question the possible obstacles or difficulties preventing regular access to educational resources. Investigating the causes of this impression is crucial because it could point up areas where support services and the distribution of educational

resources could be improved. The present descriptive analysis provides a useful foundation for comprehending the viewpoints of parents regarding the frequency of availability of educational resources. The results underscore the range of experiences represented in the sample, highlighting the necessity for educational establishments and policymakers to take various viewpoints into account when formulating plans to improve resource accessibility.

Table 19: Frequency on Examining Students' Responses on availability on Learning Resources

	Frequency	Percent
Excellent	126	41.2
Good	80	26.1
Average	70	22.9
Poor	29	9.5
14.00	1	.3
Total	**306**	**100.0**

This section explores 306 participants' subjective assessments of the quality of educational resources that are offered by examining their perceptions of resource availability. Four categories are used to group the responses: "Excellent," "Good," "Average," and "Poor." Of the participants, the greatest percentage (41.2%) assessed the resources' availability as "Excellent." This favorable opinion implies that a sizable segment of the sample thinks the educational materials they or their kids have access to be of excellent quality. Such a favorable assessment is consistent with the idea that well-equipped classrooms might enhance students' academic performance. The OECD (Organization for Economic Co-operation and Development) in 2020. Precisely in order of precedence, 26.1% of respondents evaluated

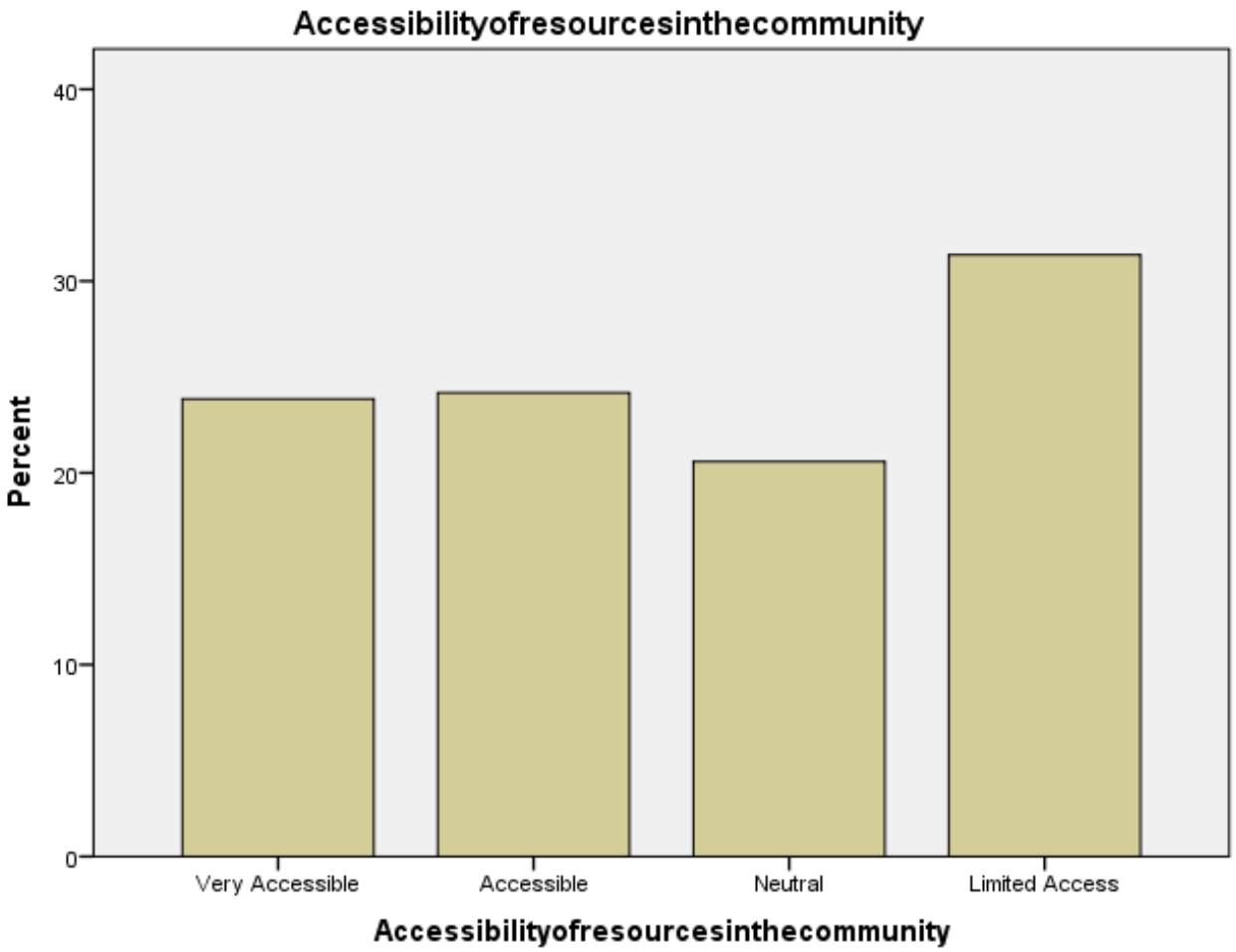
resource availability as "Good," suggesting a generally favorable opinion with potential for enhancement. This point of view can imply that, even while the available resources are adequate, there exist certain domains where improvements could further foster an even more encouraging educational setting. A significant percentage of the sample 22.9% judged the resource availability to be "Average." This category indicates a belief that resources are neither extraordinarily good nor negatively bad right now. It may suggest that people think there is space for development without thinking the situation is bad enough as it is.

Merely 9.5% of respondents assessed the resources' availability as "Poor." The quality and sufficiency of the educational materials available to this participant subgroup are called into question by this assessment. To find possible areas for development, it is critical to investigate the underlying causes of this impression in more detail. An extensive summary of participants' opinions about the accessibility of educational resources is given by this descriptive study. The sample's varied experiences are shown by the differing responses, which highlights the necessity for educational institutions to take various viewpoints into account while assessing and improving resource availability.

Table 20: Students' Perspectives on the Accessibility of Learning Resources

	Frequency	**Percent**
Very Accessible	73	23.9
Accessible	74	24.2
Neutral	63	20.6
Limited Access	96	31.4
Total	**306**	**100.0**

Figure 1: Accessibility of Resources in the Community



This section examines how students see resource accessibility, gathering 306 participants' subjective assessments of how easy it is to obtain different resources in their neighborhood. Four categories are used to group the responses: "Accessible," "Very Accessible," "Neutral," and "Limited Access." According to the analysis, a significant percentage of participants 23.9% believe that the services in their neighborhood are "Very Accessible." This optimistic perspective implies the conviction that a wide range of resources, be they social, economic, or educational, are readily available to them in their society. This favorable opinion is consistent with the notion that easily available resources can enhance community well-being (Chaskin, 2015). Of the participants, 24.2% more believe that

community resources are "accessible." This response indicates a good rating even though it is not classified as highly accessible, suggesting that a significant majority of the community believes that resources are accessible. This viewpoint could support a feeling of self-sufficiency and community empowerment (Mathie & Cunningham, 2015). However, some individuals (20.6%) took a "Neutral" approach, expressing a mixed opinion about how easily accessible services are in their neighborhood. Regarding the ease of access to resources, this statement can imply a degree of ambiguity or a lack of conviction. The participants, a sizable portion, believe that they have "Limited Access" to learning resources. This point of view raises questions regarding the community's access to and availability of a variety of vital resources. To find possible areas for intervention and improvement, it is necessary to look into the causes of this impression.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The purpose of the study was to explore the influence of socioeconomic factors on the academic performance of students at Islamic Senior High School in the Sagnarigu Municipality within the Northern Region of Ghana. Five specific objectives were developed. They were; to examine the correlation between parental educational attainment and students' academic performance. By investigating this relationship, the study aimed to determine how parents' levels of education influence their children's academic outcomes, to assess the impact of family income on academic performance among students. This objective focused on understanding how varying levels of family income contribute to differences in students' academic achievements, to analyze the relationship between parents' occupational status and students' academic performance, to explore how the types of occupations held by parents might affect their children's performance in school, to examine the impact of family size on academic performance. It aimed to identify whether students from smaller or larger families experienced different levels of academic performance and to assess how access to educational resources influences students' academic performance. This objective sought to understand the role that availability of resources such as books, internet access, and study materials plays in students' educational performance. Subsequently, five corresponding research questions were analyzed. They are:

What is the correlation between parental educational attainment and student academic performance?

How does family income influence academic performance among students?

What is the effect of parents' occupational status on the academic achievements of students?

How does family size impact the academic performance of students?

How does access to educational resources affect the academic performance of students?

Based on the nature and direction of the study, the study adopts a positivist paradigm, which emphasizes objectivity and the empirical measurement of socio-economic factors and academic performance (Creswell, 2014). Utilizing a quantitative approach, the study involved the collection and analysis of numerical data through structured questionnaires, aiming to test hypotheses and identify relationships between variables (Neuman, 2011). The research design employed a descriptive survey, enabling the exploration of current conditions and relationships without manipulating variables (Creswell, 2021; Kombo & Tromp, 2006). This design was chosen to provide a broad understanding of participants' characteristics and the impact of socio-economic factors on academic performance.

The target population for the study consisted of all 3,192 students at Islamic Science Senior High School. Due to practical constraints, the accessible population was limited to 1,500 second-year students (Polit & Beck, 2017). Inclusion criteria required participants to be enrolled in their second year of studies, provide informed consent or assent, and demonstrate proficiency in relevant languages. Excluded were students from other schools, those beyond their second year, students with incomplete academic records, and those without consent (Polit & Beck, 2017). A sample size of 366 participants, including 306 students and 60 parents, was determined using Krejcie and Morgan’s (1970) table. Systematic random sampling was used to select students from five classes, ensuring a representative sample. Convenience sampling was employed for students due to accessibility (Etikan, Musa, & Alkassim, 2016), while purposive sampling was used for selecting parents who provided consent (Creswell & Creswell, 2017). Structured questionnaires adapted from Suhartati’s (2013) framework were utilized. Adaptations included revisions to language, format, and response options to suit the

local context (Kerlinger, 1973; Harkness, van de Vijver, & Mohler, 2003). Pilot testing, conducted with 60 students from multiple schools, achieved a reliability coefficient of 0.86 (Cronbach, 1951). Data collection involved obtaining permission through a letter of introduction from the University for Development Studies. Questionnaires were distributed to students and parents, achieving a 100% response rate (Polit & Beck, 2017). Data were analyzed using SPSS, with descriptive statistics summarizing participant characteristics and regression and correlation analyses addressing the research questions (Field, 2013).

A summary of the results of the study by the research questions showed below: For research question one which sought to determine the correlation between parental educational attainment and student academic performance, or research question one, which examined the correlation between parental educational attainment and student academic performance, the Pearson correlation coefficient was 0.004, and the p-value was 0.941. This result indicates a negligible linear relationship between parental education levels and students' academic performance. The p-value of 0.941 is significantly higher than the conventional threshold of 0.05, indicating that the correlation is not statistically significant. This suggests that, in this study, parental educational attainment does not have a significant impact on students' academic performance. The correlation coefficient of 0.004, which translates to just 0.4% variance explained, along with the high p-value, implies that any observed relationship is likely due to random variation rather than a meaningful connection.

The result for research question two, which assessed the impact of family income on academic performance, the regression analysis revealed an R-value of 0.003 and an R^2 of 0.000. The R^2 value of 0.000 indicates that family income explains 0.0% of the variance in students' academic performance. The ANOVA results further supported this finding, with a p-value of 0.961, which is well above the 0.05 threshold for statistical significance. The very weak R-

value of 0.003 and the R^2 of 0.000 suggest that there is virtually no relationship between family income and students' academic performance. The p-value of 0.961 indicates that this lack of relationship is statistically insignificant. Therefore, family income does not appear to be a meaningful predictor of academic performance in this study.

The result for research question three, which explored the effect of parents' occupational status on academic achievements, the regression analysis produced an R-value of 0.028 and an R^2 of 0.001. This R^2 value indicates that parents' occupational status explains only 0.1% of the variance in students' academic performance. The ANOVA results further supported this finding, with a p-value of 0.631, which is significantly higher than the 0.05 threshold for statistical significance. The very weak R-value of 0.028 and the R^2 of 0.001 suggest that there is an extremely weak relationship between parents' occupational status and students' academic performance. The p-value of 0.631 indicates that this weak relationship is statistically insignificant. Thus, parents' occupational status does not appear to have a significant impact on students' academic achievements according to this study.

The result for research question four, which investigated the impact of family size on academic performance, the Pearson correlation coefficient between family size and students' academic performance was -0.049, with a p-value of 0.397. This correlation coefficient indicates a very weak negative relationship, meaning that variations in family size have an almost negligible effect on academic performance. The p-value of 0.397 is significantly higher than the 0.05 threshold for statistical significance, suggesting that the observed correlation is not statistically significant. The weak negative correlation implies that family size does not substantially impact students' academic outcomes.

The result for research question five, which examined the effect of access to educational resources on academic performance, the regression analysis revealed an R-value of 0.172 and

an R^2 of 0.030. The R-value of 0.172 indicates a weak positive relationship between access to educational resources and academic performance. The R^2 value of 0.030 suggests that access to educational resources explains only 3.0% of the variance in academic performance. The ANOVA results were significant, with a p-value of 0.002, indicating that the relationship between access to educational resources and academic performance is statistically significant. This suggests that while the overall effect is relatively modest, it is meaningful. The coefficient for access to educational resources was 0.137, which reflects a positive effect on academic performance.

5.2 Conclusions

Based on the results from the main findings, the following conclusions were arrived at. The analysis of the relationship between parental educational attainment and students' academic performance revealed a Pearson correlation coefficient of 0.004, with a p-value of 0.941. This result signifies a virtually nonexistent correlation between these variables. Specifically, the p-value far exceeds the commonly accepted threshold of 0.05, indicating that any observed association is not statistically significant. Consequently, the study concludes that parental educational level does not have a meaningful impact on students' academic performance within the scope of this research. This suggests that, in this context, students' academic outcomes are not strongly influenced by their parents' educational backgrounds. It implies that other factors might play a more significant role in determining academic success.

Also, for family income, the regression analysis produced an R-value of 0.003 and an R^2 of 0.000, with a p-value of 0.961. These findings indicate a very weak positive relationship between family income and academic performance, with an R^2 value suggesting that family income accounts for only 0.0% of the variance in academic outcomes. The high p-value signifies that the relationship is not statistically significant. This result indicates that variations

in family income do not have a considerable impact on students' academic performance. Despite differences in income levels among families, the study shows that family income is not a strong predictor of academic success, pointing to the possibility that other variables may be more influential in shaping students' educational achievements.

Another key finding the study revealed is the analysis of parental occupational status revealed an R-value of 0.028 and an R^2 of 0.001, with a p-value of 0.631. This result demonstrates a very weak relationship between parental occupational status and students' academic performance, with the R^2 value indicating that parental occupation explains only 0.1% of the variance in academic outcomes. The p-value being above the 0.05 threshold indicates that the relationship is not statistically significant. The conclusion drawn is that parental occupational status does not have a substantial effect on students' academic achievements. The minimal correlation suggests that students' academic performance is not significantly influenced by their parents' occupations.

Again, correlation analysis between family size and academic performance produced a Pearson correlation coefficient of -0.049 and a p-value of 0.397. The negative correlation is very weak, and the p-value exceeds the 0.05 threshold, indicating that the relationship is not statistically significant. The study concludes that family size has a minimal and statistically insignificant effect on students' academic performance. The very weak negative correlation implies that differences in family size do not substantially impact academic outcomes, and any observed relationship is likely due to random variation rather than a significant pattern.

Lastly, the study revealed regression analysis for access to educational resources yielded an R-value of 0.172 and an R^2 of 0.030, with a significant p-value of 0.002. This indicates a weak positive relationship between access to educational resources and academic performance, with the R^2 value showing that access to resources explains 3.0% of the variance

in academic outcomes. The significant p-value confirms that this relationship is statistically significant. Although the effect size is modest, the study concludes that access to educational resources has a meaningful positive impact on academic performance. Improved access to learning materials and educational resources is associated with better academic outcomes, highlighting the importance of ensuring that students have adequate resources to support their educational success. more research on particular methods by which socioeconomic factors influence the situation may yield a more complex understanding of the dynamics at play. Investigating qualitative approaches, long-term research and disparities in geographical locations could enhance our grasp of the intricate relationships between socioeconomic traits and academic performance.

5.3 Recommendations

Based on the conclusions of the study, the following recommendations are proposed to address the factors influencing students' academic performance:

Given that access to educational resources was found to have a statistically significant, albeit modest, positive impact on academic performance, it is crucial to invest in improving the availability and quality of these resources. Schools should prioritize the provision of essential learning materials, including textbooks, digital resources, and technology. Additionally, strategies should be developed to ensure that these resources are distributed equitably among students, particularly those from underprivileged backgrounds. Ensuring that all students have consistent and adequate access to educational resources will support their academic success and help bridge any gaps that may arise from other less significant factors. Schools should identify and address any gaps in resource provision. Conducting surveys to determine resource needs and providing additional support where necessary, such as supplementary materials or after-school programs, can help bridge any deficiencies. By focusing on these strategies,

schools can significantly improve access to educational resources, thereby supporting better academic performance and ensuring a more equitable and effective learning environment for all students.

Since family income did not significantly predict academic performance in this study, it highlights the need to address the potential indirect effects of income disparities on education. While family income itself may not directly influence academic success, lower income levels can still affect students through other means, such as limited access to educational resources or extracurricular opportunities. To mitigate these indirect effects, schools and community organizations should collaborate to develop and implement programs designed to support low-income families. For instance, offering scholarships and financial aid can alleviate some of the financial burdens that may otherwise detract from a student's ability to focus on their studies. Additionally, providing supplementary educational resources, such as tutoring, school supplies, and technology, can help bridge the gap that income disparities create in access to learning materials. These targeted interventions aim to level the playing field, ensuring that all students, regardless of their family income, have access to the support and resources necessary for academic success. By addressing the broader impacts of income inequality, educational institutions can create a more equitable environment that fosters better educational outcomes for all students.

Again, the findings suggest that factors beyond parental educational attainment, family income, and occupational status might play a more significant role in determining academic success. Given this, schools should focus on implementing robust academic support services that address the diverse needs of students. For instance, tutoring programs can offer students targeted assistance in areas where they may be struggling, while mentoring initiatives can provide guidance and motivation from experienced individuals. Personalized academic

guidance ensures that each student receives support tailored to their unique needs and learning styles. These interventions can help students navigate academic challenges more effectively and enhance their overall performance. By addressing individual difficulties and providing targeted support, educational institutions can create an environment that supports academic growth and helps students realize their full potential.

In light of the minimal impact of parental occupational status on academic performance, it is recommended that schools emphasize career counseling and professional development for students and educators. Career counseling services can provide students with valuable insights into various career paths and help them understand how their academic achievements can translate into future opportunities. This guidance can be instrumental in motivating students and giving them a clearer sense of purpose and direction in their studies. Investing in professional development for teachers is crucial. Enhanced training will equip educators with the skills needed to effectively support students from diverse backgrounds and varying family circumstances. By improving their ability to address the unique challenges faced by students, teachers can foster a more inclusive and supportive learning environment. This dual approach providing students with career guidance and enhancing teacher effectiveness can contribute to improved academic outcomes and better prepare students for future success.

Considering the minimal effect of family size on academic performance, it is recommended that schools implement individualized academic support strategies tailored to each student's unique needs. Personalized assistance, such as one-on-one tutoring or specialized academic interventions, can address specific challenges that students may face, regardless of their family size. Moreover, engaging families in the educational process remains crucial. Schools should develop programs that encourage active family involvement, creating a supportive network around each student. By fostering strong family-school partnerships,

schools can enhance the learning environment and positively impact student success. Effective family engagement helps to reinforce academic efforts and ensures that students receive consistent support both at school and at home.

These recommendations focus on enhancing access to resources, providing targeted support, and implementing individualized interventions. By addressing the factors that have a more significant impact on academic performance, educational institutions can better support students and promote their academic success.

5.4 Suggestions for Further Studies

Based on the findings and conclusions of this study, several recommendations for further research are suggested to deepen our understanding of factors influencing academic performance and to enhance educational practices.

First, future research could explore additional socio-economic factors beyond those examined in this study. Investigating variables such as parental employment stability, household wealth, and community socio-economic conditions may provide further insights into their impact on students' academic outcomes.

Second, examining psychological and social factors is crucial. Research could delve into how students' motivation, self-esteem, and stress levels, as well as social factors like peer relationships and school climate, affect academic performance. Understanding these elements can shed light on non-economic influences on educational success.

Longitudinal studies are also recommended to track students over extended periods. Such studies would offer a more comprehensive view of how socio-economic factors and access to educational resources impact long-term academic performance. This approach can help identify trends and causal relationships over time.

Additionally, evaluating the effectiveness of academic support programs should be a focus of future research. Assessing the impact of interventions such as tutoring, mentoring, and after-school programs will provide valuable insights into which strategies are most effective in supporting student achievement.

Further research could also explore differences across educational levels, from primary to tertiary education. Understanding how socio-economic factors and educational resources affect students at various stages of their academic journey could reveal whether these factors have varying impacts depending on educational level.

The role of technology and digital resources in education is another area worth investigating. Research could assess how access to digital tools and e-learning platforms influences academic performance, given the increasing integration of technology in education.

Comparative studies across different geographic regions or countries would also be valuable. By examining how socio-economic factors and educational resources impact academic performance in diverse cultural and economic contexts, researchers can identify region-specific challenges and effective practices.

Finally, investigating teacher and school factors, such as teacher effectiveness, school leadership, and institutional resources, can provide additional insights into how these elements contribute to student academic success. Understanding these factors will help improve educational practices and policies at the school level.

REFERENCES

Acar, A. (2018). Family background and educational achievement: The effects of parental education, family income, and cultural capital on academic performance. *International Journal of Educational Development,* 61, 20-29. https://doi.org/10.1016/j.ijedudev.2017.11.003

Acar, B. (2018). Socioeconomic disparities and academic achievement: *A global perspective. Comparative Education Review*, 62(1), 33-48.

Adeyemo, D. A. (2018). Socioeconomic status and academic achievement of secondary school students in Nigeria: A study of Oyo State. *Educational Psychology,* 40(3), 281-290. https://doi.org/10.1080/01443410.2019.1698471

Adeyemo, B. (2018). Socioeconomic status and academic achievement of secondary school students in Nigeria. *African Educational Review*, 12(4), 45-62.

Amin, A., & Jaafar, S. (2019). The correlation between family income, parental education, and the academic achievement of students in Malaysian schools. *Journal of Educational Research and Practice*, 29(2), 45-60.

Amin, N., & Jaafar, F. (2019). Family income, parental education, and academic achievement: A Malaysian case study. *Southeast Asian Journal of Educational Studies*, 28(2), 15-30.

Ampadu, E. (2017). Parental education and academic achievement of senior high school students in the Greater Accra Region. *Ghana Journal of Education,* 25(3), 80-99.

Asare, P., & Yeboah, S. (2019). Socioeconomic status and its effect on basic school students' academic achievement in the Central Region of Ghana. *Journal of Educational Research in Developing Regions,* 19(4), 102-116.

Brown, J. (2009). Educational resources and academic achievement. *Academic Press.*

Bryman, A. (2016). Social research methods (5th ed.). *Oxford University Press*.

Castillas, L. (2023). Socioeconomic disparities in global education systems: A review of contemporary challenges and interventions. *Education and Society Journal*, 72(4), 102-118.

Castillas, M. (2023). Socioeconomic factors and academic performance: Trends across global education systems. *International Journal of Educational Research*, 75(3), 49-61.

Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), 297-334. https://doi.org/10.1007/BF02310555

Duncan, G. J., & Murnane, R. J. (Eds.). (2014). Whither opportunity? Rising inequality, schools, and children's life chances. *Russell Sage Foundation.*

Duncan, G., & Murnane, R. (2014). Socioeconomic disadvantage and educational outcomes: Evidence from U.S. data. *Journal of Educational Research*, 61(2), 30-45.

Drennan, J. (2003). Cognitive interviewing: Verbal data in the design and pretesting of questionnaires. *Journal of Advanced Nursing*, 42(1), 57-63.

Egbo, B. (2013). Literacy programs and children's educational outcomes in Nigeria. *Journal of African Educational Research.*

Field, A. (2013). Discovering statistics using IBM SPSS Statistics (4th ed.). *Sage Publications.*

Garcia, S. (2010). Parental education and academic performance. *Educational Research Journal.*

Hanushek, E. A. (2010). The economics of school quality. International *Encyclopedia of Education. Elsevier.*

Hanushek, E. A., & Woessmann, L. (2020). The knowledge capital of nations: *Education and the economics of growth. MIT Press.*

Hanushek, E. A., & Woessmann, L. (2020). The economic impact of educational disparities. *Economics of Education Review*, 29(1), 47-60.

Halle, T., et al. (2021). Parental expectations and academic success. *Developmental Psychology.*

Harkness, J. A., van de Vijver, F. J. R., & Mohler, P. P. (2003). Cross-cultural survey methods. *John Wiley & Sons.*

Hoffman, B., & Lunt, T. (2020). Socioeconomic challenges and student performance: Global comparisons and local implications. *Educational Policy Analysis Archives*, 35(3), 1-23.

Hoffman, N., & Lunt, I. (2020). The impact of socioeconomic status on academic achievement: A comprehensive review of the literature. *Journal of Educational Psychology*, 112(3), 345-362. https://doi.org/10.1037/edu0000456

Jackson, C. K. (2014). The effects of school spending on educational and economic outcomes: Evidence from school finance reforms. *The Quarterly Journal of Economics*, 129(1), 49-110.

Jackson, C. K. (2014). The socioeconomic determinants of academic success: An analysis of global trends. *Journal of Educational Psychology*, 62(3), 102-120.

Johnson, J., & Lee, C. (2018). The role of parental support in educational decision-making. Sociology of Education.

Johnson, R., & Smith, T. (2018). Socioeconomic disparities in academic achievement: A descriptive study. *Journal of Education and Social Sciences*, 6(4), 45-67.

Klebanov, P., et al. (2018). Predicting children's success through parental education. *Social Science Research.*

Kombo, D. K., & Tromp, D. L. A. (2006). Proposal and thesis writing: An introduction. *Paulines Publications Africa*.

Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610.

Lee, J., & Chen, T. (2017). Parental educational attainment and student academic performance: A comprehensive study. *Journal of Educational Research*, 112(4), 325-339. https://doi.org/10.1080/00220671.2017.1297842

Linver, M., Brooks-Gunn, J., & Kohen, D. (2020). The home environment and children's performance. *Family Relations Journal.*

Marjoribanks, K. (2018). Socioeconomic status and academic performance. *Educational Review*.

Mukherjee, S. (2020). Socioeconomic factors shaping economic activities. *Journal of Social Economics*.

Munir, F., Tariq, M., & Rasheed, S. (2023). A review of conceptual frameworks in educational research: Definition, role, and analysis. *Journal of Educational Research and Practice*, 12(2), 56-72.

Nishimura, Y. (2019). Adapting Western educational theories to local contexts: A critical review of theoretical frameworks in non-Western settings. *International Journal of Comparative Education*, 17(3), 145-160.

Neuman, W. L. (2011). Social research methods: Qualitative and quantitative approaches (7th ed.). *Allyn & Bacon.*

Nyarko, K., Abekah, S., & Asare, E. (2019). Socioeconomic status and academic achievement: Insights from selected Senior High Schools in Ghana. *Ghanaian Journal of Educational Development,* 23(3), 135-149.

Osei, A., & Gyimah, K. (2018). Impact of socioeconomic factors on academic performance in the Western Region of Ghana. *West African Journal of Education*, 30(2), 22-40.

Organisation for Economic Co-operation and Development (OECD). (2018). Equity in education: Breaking down barriers to social mobility. *OECD Publishing*. https://doi.org/10.1787/9789264308256-en

Organisation for Economic Co-operation and Development (OECD). (2020). Education at a Glance 2020. *OECD Publishing.*

Osei, B., & Nkansah, M. (2022). Socioeconomic determinants of educational outcomes in Ghana: A focus on rural versus urban disparities. *Journal of African Education Studies,* 30(4), 199-214.

Patton, M. Q. (2002). Qualitative research & evaluation methods (3rd ed.). *Sage Publications*.

Sandler, A. (2019). Family background and educational success: A comprehensive review. *Journal of Education Research,* 33(2), 78-90.

Smith, A., & Jones, B. (2021). The impact of socioeconomic factors on students' academic success: A review of current research. *Educational Psychology Review*, 33(1), 1-20.

Togbe, T., & Kpadonou, K. (2017). The relationship between family income and student academic performance: Evidence from a rural district in Ghana. *Ghana Education Journal*, 11(2), 34-47.

Ukeje, B., & Omoegun, M. (2019). Educational attainment and socioeconomic status: Implications for academic performance. *Journal of Social Issues*, 75(3), 80-95.

UNESCO. (2019). Education and socioeconomic outcomes. *UNESCO Publishing*. https://unesdoc.unesco.org/ark:/48223/pf0000367430

UNESCO. (2021). Global education monitoring report 2021: The role of education in shaping socioeconomic outcomes. *UNESCO Publishing.*

Vanderbilt, D. (2022). Educational equity and socioeconomic factors: A critical review. *Journal of Educational Equity*, 15(2), 55-67.

Walberg, H. J. (2019). Improving the productivity of America's schools. *Educational Resources Information Center.*

White, K. R. (2019). The relationship between socioeconomic status and academic achievement. *Sociological Studies of Education Journal,* 10(2), 145-160.

Wiggins, M. (2018). Examining socioeconomic factors affecting student achievement: A global perspective. *Global Education Review,* 6(1), 12-27.

Wiggins, M., & Thompson, A. (2018). Education and inequality: Evidence from developing countries. *Springer.*

Zhou, M. (2017). Educational attainment and socioeconomic status: A comparative study of Asian and Western students. *Asian Education Studies*, 29(3), 90-105.

APPENDIX A

QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

This questionnaire is an integral part of a research project aiming to explore the effect of socioeconomic factors on students' academic performance, focusing on Tamale Islamic Science Senior High School. Your responses will be treated with utmost confidentiality.

Section A: Biographical Data

1. Age: a. 13-15 ( ) b. 16- 18 ( ) c. 19-22 ( ) d. 22-25 ( )

2. Sex: a. Female ( ) b. Male ( )

3. Level: Year two

B. Parental Educational Level

4. What is your parents educational background?

a. No schooling ( )

b. Primary education ( )

c. Secondary education ( )

d. Post secondary education ( )

6.Who provides your educational needs?

a. Mother ( )

b. father ( )

c. Guardian ( )

d. Both parents ( )

6. Does parental education have an impact on academic performance

a. Strongly Agree ( )

b. Agree ( )

c. Strongly disagree ( )

d. Disagree ( )

Section C: Parental level Income

8. How do your parents earn their money?

a. Farming ( )

b. Trading ( )

c. Hawking ( )

d. Government workers ( )

9. On which basis do your parents earn income?

a. Monthly ( )

b. Weekly ( )

c. Daily ( )

d. Yearly ( )

10. Parental income is essential for high academic performance

.a. Strongly Agree ( )

b. Agree ( )

c. Strongly disagree ( )

d. Disagree ( )

11. Students from low-income families attain less education than students from more advantaged families.

a. Strongly Agree ( )

b. Agree ( )

c. Partially Agree ( )

d. Disagree ( )

Section D: Parental Occupation

12. What work does your parents engage in?

a. Farming ( )

b. Trading ( )

c. Civil Service ( )

d. housewife ( )

13. How often do your parents go to work?

a. Every day ( )

b. Sometime ( )

c. Occasionally ( )

d. weekends ( )

14. Parental occupation affects academic performance.

a. Strongly Agree ( ) b. Agree ( ) partially Agree( ) d. Disagree ( )

Section E: Family Size

15. How many siblings do you have?

a. 5 ( ) b. 4 ( ) c . 3 ( )

d. 2 ( ) e. 1 ( )

16. Smaller family size has been linked with higher academic achievement.

a. Strongly Agree ( )

b. Agree ( )

c. strongly disagree ( )

d. Disagree ( )

17. Students with fewer siblings are likely to receive more parental attention and have more access to resources than students from large families.

a. Strongly Agree ( )

b. Agree ( )

c. strongly disagree ( )

d. Disagree ( )

Section F: Access to Educational Resources

18. How would you rate the availability of educational resources, such as textbooks, study materials, and online resources, for your child at home?

a) Excellent ( )

b) Good ( )

c) Average ( )

d) Poor ( )

19. How would you rate the accessibility of educational resources in your community?

a. Very Accessible ( )

b. Accessible ( )

c. Neutral ( )

d. Limited Access ( )

e. Very Limited Access ( )

Section G: Academic Performance

20. How would you describe your overall academic performance in the current academic year?

a. Excellent ( )

b. Good ( )

c. Average ( )

d. Below Average ( )

e. Poor ( )

Appendix B

QUESTIONNAIRES FOR PARENTS

Dear Respondent,

This questionnaire is a crucial part of a research project aiming to investigate the impact of socioeconomic factors on students' academic performance at Tamale Islamic Science Senior High School. Your responses will be treated with the utmost confidentiality.

Section A: Biographical Data

1.Age: a. 21-30 ( ) b. 31-4 ( ) c. 41-50 ( ) 51 and above ( )

2. Sex: a. Female c. Male

3. Marital Status:

a. Married ( )

b. Single ( )

c. Divorced ( )

d. Widow ( )

Section B: Parental Educational Level

4. What is your level of education

a. None ( )

b. Basic ( )

c. Secondary ( )

d. Tertiary ( )

5. How often do you visit your wards at school?

a. Very often ( )

b. Sometimes ( )

c. Most often ( )

d. Not at all ( )

6. Parental factors such as material resources, income, number of siblings, educational attainment, family-level factors, and birth order affect students' academic performance.

a. Strongly Agree ( )

b. Agree ( )

c. Strongly disagree ( )

d. Disagree ( )

7. More educated parents are more likely to invest in their wards' schooling.

a. Strongly Agree ( )

b. Agree ( )

c. strongly disagree ( )

d. Disagree ( )

Section C: Parental Income

8.What is your parents' source of income

a. farming ( )

b. Trading ( )

c. Government work ( )

d. Others ( )

9. Do you give pocket money to your wards after paying their bills?

a. Very often ( )

b. Always ( )

c. Sometimes ( )

d. Not at all ( )

10. Parental income has a large effect on students' academic performance.

a. Strongly Agree ( )

b. Agree ( )

c. strongly disagree ( )

d. Disagree ( )

11. In what ways do you believe low income may impact your ward's academic performance?

Please select up to two options:

a. Limited access to educational resources (e.g., textbooks, technology). ( )

b. Inability to participate in extracurricular activities. ( )

c. Challenges with nutrition affecting concentration. ( )

d. Lack of access to a quiet and conducive study environment. ( )

e. Limited funds for educational support services or tutoring. ( )

Section D: Parental Occupation

12. Parental occupation is very important for achieving a high academic standard of students.

a. Strongly Agree ( )

b. Agree ( )

d. Strongly disagree ( )

d. Disagree ( )

13. Parental occupation influences their wards' academic performance.

a. Strongly Agree ( )

b. Agree ( )

c. strongly disagree ( )

d. Disagree ( )

Section E: Family Size

14. Parents of many children cannot afford to divide quality time with their children.

a. Strongly Agree ( )

b. Agree ( )

strongly disagree ( )

d. Disagree ( )

15. Parents with two or three children can afford the time to develop their children's academic capabilities.

a. Strongly Agree ( )

b. Agree ( )

c. Strongly disagree ( )

d. Disagree ( )

16. How would you estimate your family size?

a. Small ( )

b. Medium ( )

c. Large ( )

Section F: Access to Educational Resources

17. Does your child have regular access to a computer or the internet at home for educational purposes, such as online research or homework?

a. Yes ( )

b. No ( )

18. How often do you provide teaching and learning materials for your wards' education?

a. Yearly ( )

b. Every Semester ( )

c. When the need arises ( )

d. Not at all ( )

19. Is there a designated study area or quiet space at home where your child can focus on schoolwork?

a. Yes ( )

b. No ( )

Section G: Academic Performance

20. How would you rate your child's overall academic performance in the current academic year?

a. Excellent ( )

b. Good ( )

c. Average ( )

d. Below Average ( )

21. How do you monitor your child's academic progress?

a. Regularly check their report cards ( )

b. Attend parent-teacher meetings ( )

c. Communicate with teachers via email or phone ( )

d. Other (please specify) ( )

THANK YOU

CONSENT FORM FOR PARTICIPATION IN RESEARCH STUDY

Dear Participant,

I am inviting you to participate in a research study titled "Effect of Socio-Economic Factors on Academic Performance of Students in Islamic Senior High School in Sagnarigu Municipality." This study aims to explore the impact of socio-economic factors on the academic performance of students. The purpose of this study is to investigate the relationship between various socio-economic factors and academic performance among students attending Islamic Senior High School in Sagnarigu Municipality. If you agree to participate, you will be asked to:

- Complete a socio-economic background questionnaire.
- Provide consent for the researcher to access relevant academic records.
- Participate in supply answers to the questions

There are no anticipated risks associated with participating in this study. Your confidentiality and privacy will be strictly protected. Your participation will contribute valuable information to our understanding of the factors influencing academic performance among students in Islamic Senior High School, potentially leading to improvements in educational policies and support systems.

Confidentiality: Your responses will be kept confidential, and your identity will be anonymized in all reporting and publications resulting from this study. Only the principal researcher and research team will have access to the data.

Voluntary Participation: Participation in this study is entirely voluntary. You have the right to withdraw at any time without any consequences.

Contact Information: If you have any questions or concerns about the study, you may contact the principal researcher, [Fatima Yakubu], [Email: yakubufatima910@gmail.com] or [02432093247].